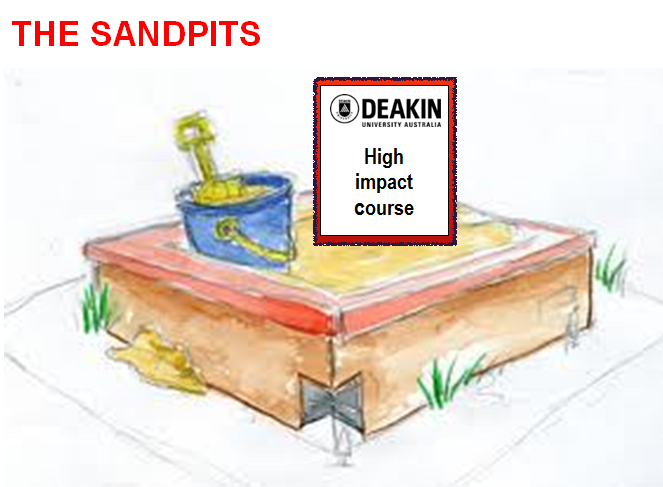
# 0B0B**Deakin Learning Futures AGENDA 2020 Stage 2: Assessment and Learning Design**

# 1B1**COURSE LEARNING OUTCOMES AND MINIMUM STANDARDS: BACHELOR OF HEALTH SCIENCE**

**(Bachelor degree AQF level 7)**

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Course Learning Outcome template (incorporating Deakin Graduate Learning Outcomes and AQF specifications) –   
Bachelor of Health Science

\* The text under the 2PPndPP and 3PPrdPP columns is taken directly from the Australian Qualifications Framework Second Edition January 2013 ([www.aqf.edu.au](http://www.aqf.edu.au/PoliciesPublications/tabid/196/Default.aspx)).   
In relation to each of the Deakin Graduate Learning Outcomes (GLO), the full text is reproduced. However, some concepts may not apply to a particular GLO – in these cases, they have been placed in parentheses.

| **Deakin Graduate Learning Outcomes** | | **AQF Bachelor Degree Descriptor\***  **Graduates of a Bachelor Degree will have:** | **AQF Level 7 (Bachelor Degree)  Criteria (Standards)\*** | **Discipline/Professional Standards** (e.g. professional association) | **Course Learning Outcomes (CLOs)** | **Minimum Standards  (relating to CLOs)**  Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3) |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  **Discipline-specific knowledge and capabilities**: appropriate to the level of study related to a discipline or profession. |  | UUKnowledgeUU: A broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning.  UUSkillsUU: cognitive and technical skills to demonstrate a broad understanding of knowledge with depth in some areas.  UUApplication of knowledge and skillsUU: Demonstrate the application of knowledge and skills:  with initiative and judgement in planning, problem solving and decision making in professional practice and/or scholarship  to adapt knowledge and skills in diverse contexts | UUKnowledgeUU: Broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice.  UUSkillsUU: Well developed cognitive, technical (and communication) skills to select and apply methods and technologies to:  analyse and evaluate information to complete a range of activities.  UUApplication of knowledge and skillsUU: Apply knowledge (and skills) to demonstrate autonomy, well-developed judgement and responsibility:   * within broad parameters to provide specialist advice and functions. |  | **CLO1.1**  Apply sound discipline-specific knowledge and understanding of key determinants of the health and well being of individuals, communities and populations to foster good health and social inclusion, drawing on knowledge from other disciplines within and beyond health sciences | **MS1.1**  Application of broad and coherent discipline specific knowledge with depth in two or more major streams within health sciences, demonstrating autonomy, well developed skills, competencies and judgement and an interdisciplinary perspective. |

**Major sequence Health Promotion**

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| --- | --- | --- | --- | --- | --- | --- |
| **1.**  **Discipline-specific knowledge and capabilities**: appropriate to the level of study related to a discipline or profession. |  | Knowledge: A broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning. | Knowledge: Broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice.  Skills: Well developed cognitive, technical (and communication) skills to select and apply methods and technologies to:  analyse and evaluate information to complete a range of activities.  Application: Apply knowledge (and skills) to demonstrate autonomy, well-developed judgement and responsibility:   * within broad parameters to provide specialist advice and functions. |  | **CLO1.1**  Apply broad and coherent theoretical and practical skills in the analysis, research, evaluation, planning and implementation and application of health promotion policy and programs, drawing on a wide range of health promotion concepts and theories and provide specialist advice to support a diversity of communities in effective health decision making | **MS1.1**  Apply core health promotion knowledge, concepts, principles and theories to demonstrate a well- developed capacity to plan and develop health promotion programs with a basic ability to research and evaluate outcomes, and within broad parameters, provide specialist advice to improve community health; hypothesise and evaluate Australian health policy and suggest adaptations. |

**Major sequence Nutrition**

| **Deakin Graduate Learning Outcomes** | | **AQF Bachelor Degree Descriptor\***  **Graduates of a Bachelor Degree will have:** | **AQF Level 7 (Bachelor Degree)  Criteria (Standards)\*** | **Discipline/Professional Standards** (e.g. professional association) | **Course Learning Outcomes (CLOs)** | **Minimum Standards  (relating to CLOs)**  Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3) |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  **Discipline-specific knowledge and capabilities**: appropriate to the level of study related to a discipline or profession. |  | Knowledge: A broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning. | Knowledge: Broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice.  Skills: Well developed cognitive, technical (and communication) skills to select and apply methods and technologies to:  analyse and evaluate information to complete a range of activities.  Application: Apply knowledge (and skills) to demonstrate autonomy, well-developed judgement and responsibility:   * within broad parameters to provide specialist advice and functions. |  | **CLO1.1**  Apply an understanding of the association between nutrition and health throughout the human lifespan from physiological, cultural and population perspectives to nutrition-related public health problems according to a professional standard that would be acceptable within the public health system in Australia and apply key principles, concepts and evidence-based knowledge and construct new concepts of nutrition science.. | **MS1.1**  Explain the association between nutrition and health with depth in one or more disciplines or areas of practice and describe the key principles, concepts and knowledge of nutrition science in a variety of fields of employment. |

**Major sequence Physical activity**

| **Deakin Graduate Learning Outcomes** | | **AQF Bachelor Degree Descriptor\***  **Graduates of a Bachelor Degree will have:** | **AQF Level 7 (Bachelor Degree)  Criteria (Standards)\*** | **Discipline/Professional Standards** (e.g. professional association) | **Course Learning Outcomes (CLOs)** | **Minimum Standards  (relating to CLOs)**  Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3) |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  **Discipline-specific knowledge and capabilities**: appropriate to the level of study related to a discipline or profession. |  | Knowledge: A broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning. | Knowledge: Broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice.  Skills: Well developed cognitive, technical (and communication) skills to select and apply methods and technologies to:  analyse and evaluate information to complete a range of activities.  Application: Apply knowledge (and skills) to demonstrate autonomy, well-developed judgement and responsibility:   * within broad parameters to provide specialist advice and functions. |  | **CLO1.1**  Integrate and apply discipline- specific knowledge of the inter-relationships between good health, wellbeing and physical activity, and demonstrate autonomy and well developed judgement in analysis and evaluation of a range of evidence-based interventions and programs that promote optimatl health and wellbeing. | **MS1.1**  Clearly explain, with some depth, the inter-relationships between good health, wellbeing and physical activity in the context of discipline specific knowledge and analyse and evaluate an evidence-based intervention and/or program to assist in promoting optimal health and wellbeing. |

**Major sequence Psychology**

| **Deakin Graduate Learning Outcomes** | | **AQF Bachelor Degree Descriptor\***  **Graduates of a Bachelor Degree will have:** | **AQF Level 7 (Bachelor Degree)  Criteria (Standards)\*** | **Discipline/Professional Standards** (e.g. professional association) | **Course Learning Outcomes (CLOs)** | **Minimum Standards  (relating to CLOs)**  Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3) |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  **Discipline-specific knowledge and capabilities**: appropriate to the level of study related to a discipline or profession. |  | Knowledge: A broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning. | Knowledge: Broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice.  Skills: Well developed cognitive, technical (and communication) skills to select and apply methods and technologies to:  analyse and evaluate information to complete a range of activities.  Application: Apply knowledge (and skills) to demonstrate autonomy, well-developed judgement and responsibility:   * within broad parameters to provide specialist advice and functions. | Integrate knowledge of the discipline of psychology in relation to: health, social, cognitive, methodological, neuroscience, development, personality, counselling and behaviour change | **CLO1.1**  Integrate knowledge of the discipline of psychology in relation to: health, social, cognitive, methodological, neuroscience, development, personality, counselling and behaviourial change. | **MS1.1**  Demonstrate well -developed discipline-specific skills and knowledge appropriate for an APAC-accredited AQF Level-7 qualification and develop an evidence-based approach to psychology consistent with the scientist-practitioner model. |

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| **2.**  **Communication**: using oral, written and interpersonal communication to inform, motivate and effect change. |  | UUSkillsUU: Communication skills to present a clear, coherent and independent exposition of knowledge and ideas. | UUSkillsUU: Well developed (cognitive, technical and) communication skills to select and apply methods and technologies to:   * (analyse, generate and) transmit solutions to unpredictable and sometimes complex problems   transmit knowledge, skills and ideas to others.  UUApplication of knowledge and skillsUU: Apply knowledge and skills to demonstrate (autonomy), well-developed judgement and responsibility:   * within broad parameters to provide specialist advice and functions |  | **CLO2.1**  Select and use appropriate modes of communication to engage and facilitate groups, organisations and culturally diverse communities as well as communicate with a variety of audiences such as professionals, government and non-government representatives, community members, clients and/or patients to accurately describe and explain discipline specific knowledge. | **MS2.1**  Use effective communication skills to select and clearly convey appropriate information, education and professional opinion that conveys meaning to groups, organisations and culturally diverse communities particular to the discipline area. |
| **3.**  **Digital literacy**: using technologies to find, use and disseminate information. |  | UUSkillsUU: (Cognitive and) technical skills to demonstrate a broad understanding of knowledge with depth in some areas. | UUSkillsUU: Well developed (cognitive), technical and communication skills to select and apply methods and technologies to:   * analyse and evaluate information to complete a range of activities * analyse, generate and transmit solutions to unpredictable and sometimes complex problems   transmit knowledge, skills and ideas to others.  UUApplication of knowledge and skillsUU: Apply knowledge and skills to demonstrate (autonomy), well-developed judgement and responsibility:   * within broad parameters to provide specialist advice. |  | **CLO3.1**  Select and use appropriate technologies to source, interpret, evaluate, adapt, collate and disseminate relevant information to professional networks and communities in an ethical and professional manner. | **MS3.1**  Use credible, digital sources to support appropriate ideas relevant to the discipline to select, collect, organise and transmit evidence-based, specialist knowledge and advice within broad parameters to professional networks and communities. |
| **4.**  **Critical thinking**: evaluating information using critical and analytical thinking and judgment. |  | UUSkillsUU: Cognitive skills to review critically, analyse, consolidate and synthesise knowledge.  Cognitive (and technical) skills to demonstrate a broad understanding of knowledge with depth in some areas.  Cognitive and creative skills to exercise critical thinking and judgement in identifying and solving problems with intellectual independence.  UUApplication of knowledge and skillsUU: Demonstrate the application of knowledge and skills:   * with initiative and judgement in planning, problem solving and decision making in professional practice and /or scholarship * to adapt knowledge and skills in diverse contexts. | UUSkillsUU: Well developed cognitive (technical and communication) skills to select and apply methods and technologies to:   * analyse and evaluate information to complete a range of activities   analyse, generate and transmit solutions to unpredictable and sometimes complex problems.  UUApplication of knowledge and skillsUU: Apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility:   * within broad parameters to provide specialist advice. |  | **CLO4. 1**  Identify, source, synthesise, critically analyse, evaluate and integrate relevant discipline specific issues and contemporary literature/research within the field, applying an evidence-based approach. | **MS4.1**  Identify, source, evaluate logical flaws and discriminate between forms of evidence, to interpret and comprehend relevant discipline information and to complete a range of relevant activities. |
| **5.**  **Problem solving**: creating solutions to authentic (real world and ill-defined) problems. |  | UUSkillsUU: Cognitive and creative skills to exercise critical thinking and judgment in identifying and solving problems with intellectual independence.  UUApplication of knowledge and skills:UU Demonstrate the application of knowledge and skills:   * with initiative and judgement in planning, problem solving and decision making in professional practice and /or scholarship * to adapt knowledge and skills in diverse contexts. | UUSkillsUU: Well developed cognitive, technical (and communication) skills to select and apply methods and technologies to:   * analyse and evaluate information to complete a range of activities   analyse, generate (and transmit) solutions to unpredictable and sometimes complex problems.  UUApplication of knowledge and skillsUU: Apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility:   * within broad parameters to provide specialist advice. |  | **CLO5.1**  Apply best practice and respond effectively using well-developed cognitive and creative skills within an evidence-based framework to authentically identify, research, analyse, generate and provide practical solutions to a range of changing, diverse and complex health issues, contributing new insights, solutions or understanding. | **MS5.1**  Accurately identify an issue, develop evidence- based solutions, and determine their strengths and weaknesses to form a judgement of appropriate solutions to a range of discipline specific issues. |
| **6.**  **Self-management**: working and learning independently, and taking responsibility for personal actions. |  | UUApplication of knowledge and skillsUU: Demonstrate the application of knowledge and skills:   * with initiative and judgement in planning, problem-solving and decision making in professional practice and/or scholarship * with responsibility and accountability for own learning and professional practice (and in collaboration with others) within broad parameters. | UUApplication of knowledge and skillsUU: Apply knowledge and skills to demonstrate autonomy, well developed judgement and responsibility:   * in contexts that require self-directed learning * within broad parameters to provide specialised advice and functions. |  | **CLO6.1**  Employ independent, self-directed work and learning practices in a responsible manner, including self-reflection, in order to practice professionally and contribute to the improvement of the health and wellbeing of individuals and populations. | **MS6.1**  Use self-reflection and self-directed work practices, professional and interpersonal activities to effectively prioritise and manage personal workload and timeframes .. |
| **7.** **Teamwork**: working and learning with others from different disciplines and backgrounds. |  | UUApplication of knowledge and skillsUU: Demonstrate the application of knowledge and skills:   * with responsibility and accountability for own learning and professional practice and in collaboration with others within broad parameters. | THE AQF makes no specific reference to criteria/standards associated with teamwork. |  | **CLO 7**.1  **E**stablish and maintain collaborative professional relationships, adapting roles and working as part of interdisciplinary teams with a range of stakeholders to advance the health science field. | **MS 7.1**  Support a constructive, collaborative interdisciplinary team climate, identify their role within a team, and contribute positively and actively in the process of discipline specific professional practice.. |
| **8.**  **Global citizenship:** engaging ethically and productively in the professional context and with diverse communities and cultures in a global context |  | UUApplication of knowledge and skillsUU: Demonstrate the application of knowledge and skills:   * to adapt knowledge and skills in diverse contexts   with responsibility and accountability for own learning and professional practice and in collaboration with others within broad parameters.  (Note: this second dot point from the AQF descriptor does not relate specifically and directly to global citizenship; however may be indirectly related to ethical engagement within a professional context and/or within diverse communities and cultures by way of its link to responsibility.) | The AQF makes no specific reference to criteria/standards associated with global citizenship. |  | **CLO8.1**  Reflect on a variety of viewpoints, attitudes and beliefs, to enhance professional practice and foster capacity building in health sciences within diverse social, cultural and environmental contexts. | **MS8.1**  Recognise and articulate dimensions of diversity, demonstrate critical self-awareness of cultural values, attitudes, beliefs and practices and their influence on professional practice both locally and globally.. |