Guide for completing PACE-related items and fields in MQCMS

Below is a screenshot of the PACE section in the CMC template.

1- When asked to choose an option from the drop down menu in relation to Work Integrated Learning (WIL) delivery there is a WIL Knowledge Article to guide you.

For PACE units please select a WIL delivery type, and also confirm, when prompted by the system, that the unit includes a placement which is managed in SONIA (placement software).

PACE units should be classified as "Full WIL" when the number of PACE activity hours is above 50 and the curriculum has been intentionally designed to support learning that combines theory with practice. If there is a PACE unit whereby the PACE activity were limited to 30 hours but with a more significant focus on discipline-based content that isn't necessarily directly related to the PACE activity, then it could be viewed as "Embedded WIL". Please do not choose Work Experience in Industry (WEI) in relation to any PACE units.

2- For the PACE specific fields, the PACE unit design Knowledge Article is available by clicking the question mark on the right. While reading this article you will be prompted to also consult the approved Academic Senate Criteria for PACE Units and Activities. Both these articles will provide ample information for you to complete the PACE relevant fields.

In the PACE unit design article, under "How does the unit fulfil the Learning and Teaching criteria?" you will find a link to the PACE Employability & Citizenship matrix.

This is a short form which you will need to complete to indicate and justify the extent to which the unit contributes to students' employability and active citizenship development. Please download this form and attach it to your proposal by scrolling down to 'Attachments'.

3- Once you have completed all PACE and non-PACE related fields please follow the instructions at the end of the "Unit design" page (See screenshot below) and send an "endorsement task" to the Academic Director of PACE in your Faculty (Maria Amigo maria.amigo@mq.edu.au).

New unit proposal next steps - PACE unit

1. Ensure you have attached the employability and citizenship matrix.
2. Create and send an Endorsement Task to your Faculty's Academic Director of PACE, or the Academic and Programs Director of PACE, or delegate.
3. You will receive an outcome notification. Amendments can be made if necessary, followed by further Endorsement Tasks as needed.
4. On endorsement, continue with the non-PACE steps below.

New unit proposal next steps - non-PACE unit

1. Click on *Mark as complete*.
2. Create and send an Endorsement Task to your Head of Department or Associate Dean in accordance with your Faculty procedure.
3. You will receive an outcome notification.
4. On endorsement, click on *Submit*.

Amendment proposal next steps

1. Click on *Mark as complete*.
2. Click on *Submit*.

4- To create and send an endorsement task you first need to go to the proposal information page and then scroll to the end of the page to the "proposal tasks" block.
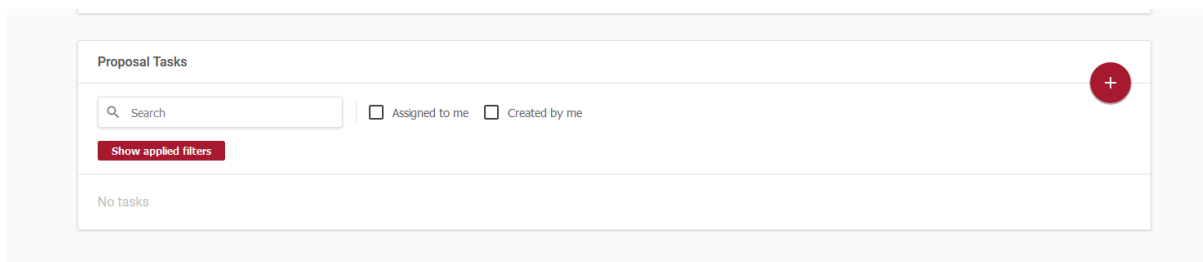

Proposal-05447 ARTS3000 Integrating Knowledges, Embraci

Proposal Information	Proposal Information
Templates for this proposal	
Academic Items	**Workflow**
Governance Meetings	
Attachments	
Proposal Tasks	

5- Once you have submitted an endorsement task and your unit has been reviewed and endorsed by the Academic Director of PACE in the Faculty (Maria Amigo, maria.amigo@mq.edu.au) you will get a notification that the unit has been endorsed or that you need to make additional amendments. Once endorsed by PACE you can continue the process by following the "non-PACE unit" instructions before submitting.

Example

Below we provide a sample answer for each of the three PACE criteria fields that need to be completed. Please note that some of this information may also be relevant later on in the form when you need to fill in information for assessment tasks, learning activities and student workload.

How does the unit fulfil the community engagement criteria?

The heritage sector is largely under-funded and under-resourced and so the opportunity to have free assistance from our eager students for a semester is very well-received and in demand. Hosts are thus able to undertake or make progress on tasks and projects that otherwise languish. In return our students receive training in aspects of heritage management and are given the opportunity to network and make valuable contacts. To date, at least 6 AHIS392 students have moved directly into paid work in the heritage sector as a result of their internships.

The hosts and partners that our students assist are united in their efforts to preserve, record, interpret and disseminate world heritage at the local, national, and/or international level. They abide by a strict code of ethics, about which students learn during the unit and see in action and experience firsthand during their internships. This arrangement is thus in line with the ethical principles set by PACE.

How does the unit fulfil the learning and teaching criteria?

This unit contributes to the Bachelor of XXXX course learning outcomes by xxxxxx. The learning and teaching components for the unit, based on the Senate Criteria for PACE Units are described below.

Introduction: Beginning with a general introduction to cultural heritage and then examining different aspects of heritage management in detail week by week before focussing over the last three weeks on current important issues in the field.

The PACE activity: An internship in the heritage sector (see above) consisting of c. 75 hours total. Work to date has included, for example: database entry, research, physical conservation of heritage objects, 3D scanning of heritage objects, archaeological excavation, cataloguing of artefacts, and preparation of websites.

Assessment tasks: Written assessments are required throughout the semester (described under Workload). The internship activity is not assessed.

Mechanisms through which students can reflect: The final assessment is a poster presentation in which the students describe the activities they carried out during their internship, comment on its heritage value in light of what they have learned in the course during the semester and reflect on what the experience has meant to them in terms of the skills that they brought to the activity, those that they gained during the experience, and how this has affected them personally (e.g., re career choices). In Week 12 there is a final wrap up where the Careers and Employment Service staff return to class to run through a series of exercises with the students to help them reflect on their experiences and to give advice about how to build on this.

Monitoring: The monitoring of students in this unit in terms of academic and PACE activity progression occurs through a number of different ways. The ability for students to debrief at the end of the session (as per PACE criteria) and as situations arise, enables the Convenor to be aware of circumstances and support students as appropriate. The relationships established with partner organisations by the Faculty PACE Team are based on trust and open communication. As part of this, host supervisors are encouraged to contact their respective PACE Team staff member should anything of concern occur, or they require further support while supervising the student in the activity. Student progress in their PACE activity/ies can also be observed through assessments which require students to discuss their PACE activity experiences. These assessments, and their associated marking and feedback processes, are important mechanisms for tracking student achievement of the learning outcomes of the unit. Complementary to all of this is the regular contact with students in class, via email, and any questions or concerns raised by students through iLearn Discussion Forums. All of these methods of monitoring are aimed at student success.

Evaluation plan: As part of the PACE Research and Evaluation Framework, unit ABCD has embedded the revised version of the TEDs Learner Experience of PACE (LEP). All PACE units are mandated by Senate to use this version of TEDs evaluation and in consultation with the Faculty Academic Director of PACE, this has been embedded within the unit on a systematic basis. To date the approach to this in the Faculty has been to place focus on providing students the opportunity to document their experiences and learning through the completion of a survey at the beginning of the session, and another at the end of session. An important aspect of this is that the convenor can be provided with information on student expectations early on in the session, which can inform communications,

management of expectations, and refinements of the unit as it is delivered and over time. Also, a 5-year cycle Faculty-based review will be combined with the PACE unit review process (ASQC).

Describe the distribution of student workload for this unit

Most internships are fully on-site and in-person, however very occasionally some hosts have only required intermittent contact interspersed by periods of independent research or other activities. The distribution of student workload is as follows:

PACE orientation: 5 hours

PACE scaffolding (including on-campus workshops): 30 hours

PACE on-site activity: 70 hours

PACE assessment: 35 hours

PACE reflection component: 10 hours