Introduction to the Workplace (DIPP1112)
Summer Session, 2013/2014

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1. Staff Contact Details

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2. Course Details

Unit of Credit: 6 UoC

Course Aims:
The course aims to prepare students to enter the workplace with a deeper understanding of workplace contexts, cultures, recruitment practices and expectations of professionals across a range of industries. Students develop reflective capabilities in assessing their personal interests, strengths and their capacity to work effectively with others. They then apply this knowledge in the identification of appropriate work placement opportunities.

Student Learning Outcomes:
At the conclusion of this course, students should be able to:

A. Utilise self assessment tools to reflect upon personal strengths, capabilities and areas for development

B. Articulate strengths and capabilities to potential employers in professional language

C. Investigate and analyse workplace culture and organisational structures across a variety of workplaces

D. Apply career development competencies in identifying suitable placement opportunities

Graduate Capabilities / Attributes

Graduate Capabilities

Scholars who are:
- capable of independent and collaborative enquiry
- rigorous in their analysis, critique and reflection
- capable of effective communication

Professionals who are:
- capable of independent, self-directed practice
- capable of lifelong learning
Graduate Attributes

- The capacity for analytical and critical thinking and for creative problem-solving
- The ability to engage in independent and reflective learning
- The skills of Information literacy to appropriately locate, evaluate and use relevant information
- The skills of effective communication

3. Course Rationale

Research has consistently highlighted the competitive nature of the graduate recruitment process. In 2010, Australian graduate employers on average received 780 applications from university students (equivalent to 36 applications per graduate position being offered) (AAGE, 2011). While most students have a strong focus on developing their academic capabilities and aim for the strongest academic results, the transferable skills developed outside the lecture theatres in volunteer and relevant work placements are the major factors that differentiate the best candidates. In 2011, 90 per cent of graduate employers rated teamwork and interpersonal skills as “very important”, far more highly than academic grades. The next most valued attributes were verbal communication and problem solving skills. All of this evidence suggested the need for students to strive for a balance between university and other activities as well as the need to develop employability skills as part of the university experience.

The Diploma of Professional Practice (DPP) consists of 48 units of credit in professional practice and related courses. It aims to enhance students’ capabilities and skills to pursue their professional careers by preparing and providing students with formal, structured work-based opportunities. The Diploma will also develop students’ ability to reflect on their experience as an individual, a professional, a global citizen and a member of the workplace.

Introduction to the Workplace is the first pre-requisite course in the DPP. It aims to empower students with the knowledge, skills and capabilities to plan, engage in and critically reflect upon work placement and graduate opportunities. It prepares students to enter the workplace by developing a deeper understanding of workplace contexts, cultures, recruitment practices and expectations of professionals across a range of industries.

Introduction to the Workplace covers four principal topics: self assessment, professional profile, workplace literacy and opportunity attainment. This course will be taken concurrently with students’ undergraduate studies. The course is facilitated through workshop participation as well as through engagement in online activities. The multi-mode delivery is designed to support a diverse cohort of students and to allow flexibility in their learning.

The assessment tasks in Introduction to the Workplace are designed to engage students in active and productive learning. Students will apply their career development competencies to create a portfolio for recruitment and networking purposes. The portfolio includes an achievement based resume, a cover letter, a professional bio, a set of key skill statements, an online profile and a business card. Students will also explore workplace values, priorities, structures and cultures by conducting information interviews with targeted organisations. They will also prepare and practice their answers to interview questions and record their responses in video format.
Students who have completed the Introduction to the Workplace course are eligible to enroll in Professional Practice 1 (PP1) in the Diploma of Professional Practice.

Source: The AAGE Employer Survey 2011, The Australian Association of Graduate Employers and High Fliers Research

4. Teaching Strategies

Introduction to the Workplace uses student-centered and active learning approaches to engage students in their learning through participation in workshops, with additional input from industry and alumni guest speakers, and with online activities to enrich the face-to-face experience. These online activities will include specific tasks for discussion and problem-solving based around course content in different media (such as readings and video material). Students will also use the online environment to engage in the course assessment, for example, through posting a voice blog and developing their professional portfolio.

5. Key Dates

Summary:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Duration</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Tasks</td>
<td>25 Nov – 1 Dec</td>
<td>approx 2 hr</td>
<td>Online</td>
</tr>
<tr>
<td>Online Learning</td>
<td>2 Dec – 8 Dec</td>
<td>approx 5 hr/wk</td>
<td>Online</td>
</tr>
<tr>
<td>Workshop – Day 1</td>
<td>Mon 9 Dec, 9-5pm</td>
<td></td>
<td>Face to Face</td>
</tr>
<tr>
<td>Workshop – Day 2</td>
<td>Tue 10 Dec, 9-5pm</td>
<td></td>
<td>Face to Face</td>
</tr>
<tr>
<td>Workshop – Day 3</td>
<td>Wed 11 Dec 9-5pm</td>
<td></td>
<td>Face to Face</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>12 Dec – 17 Jan</td>
<td></td>
<td>Online</td>
</tr>
</tbody>
</table>

6. Attendance & Participation

Face to face components: Attendance and participation in the 3 full days of training are essential components of the learning process. Students who have inadequate attendance (ie below 90% of the contact hours) may receive a UF (unsatisfactory fail) for the course.

Online Content: Students are expected to complete the online content within the designated timeframe. This includes completing any self assessments tasks, assigned reading and online activities as required.
## Course Outline – Summer Session 2013/2014

<table>
<thead>
<tr>
<th>Week Starting</th>
<th>Course Components</th>
<th>Delivery</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 25 Nov</td>
<td><strong>Introductory Tasks</strong> (approx. 2 hrs)</td>
<td>Online</td>
<td></td>
</tr>
<tr>
<td>Mon 2 Dec</td>
<td><strong>Cover Letter Resume STAR Statements</strong></td>
<td>Online</td>
<td><strong>Job Application</strong></td>
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<tr>
<td></td>
<td>(approx. 5 hrs)</td>
<td></td>
<td>Stage 1: Draft Resume</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Thu 5 Dec, 5pm</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Online Participation (10%)</td>
</tr>
<tr>
<td>Mon 9 Dec</td>
<td><strong>Three-day Workshop</strong></td>
<td>Face to Face</td>
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</tr>
<tr>
<td></td>
<td>Mon 9 – Wed 11 Dec 9am-5pm Room to be confirmed</td>
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</tr>
<tr>
<td>Mon 16 Dec</td>
<td><strong>Assessment Support Forums</strong></td>
<td>Online</td>
<td><strong>Interview Video Clips (30%)</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Wed 18 Dec, 12 noon</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thu 2 Jan</td>
<td><strong>Assessment Support Forums (Continued)</strong></td>
<td>Online</td>
<td></td>
</tr>
<tr>
<td>Mon 6 Jan</td>
<td></td>
<td></td>
<td><strong>Job Application</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stage 2: Draft Job Application and Career Advice Appointment by Fri 10 Jan, 5pm</td>
</tr>
<tr>
<td>Mon 13 Jan</td>
<td></td>
<td></td>
<td><strong>Job Application (30%)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stage 3: Final Submission</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Wed 15 Jan, 5pm</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Organisation Analysis (10%)</strong></td>
</tr>
<tr>
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<td></td>
<td>Fri 17 Jan, 5pm</td>
</tr>
<tr>
<td>Mon 20 Jan</td>
<td><strong>Course Evaluation</strong></td>
<td></td>
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</tr>
</tbody>
</table>

University Shut Down Period Fri 20 Dec-1 Jan
Topics to be covered:

1. **Self assessment**
   - The Key to Employability
   - Reflecting on your achievements
   - Understanding your strengths, values and goals

2. **Creating a Professional Profile**
   - Developing an elevator pitch
   - Networking for Success
   - Managing Online Branding

3. **Developing Workplace Literacy**
   - Identifying opportunities
   - Conducting information interviews

4. **Attaining Opportunities**
   - Preparing job applications: cover letter, resume & online applications
   - Acing job interviews and assessment centres

8. **Assessment Summary**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Type</th>
<th>%</th>
<th>Learning Outcomes</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Participations</td>
<td>Online Activities</td>
<td>10%</td>
<td>A, B, C, D</td>
<td>Completion of online activities</td>
</tr>
<tr>
<td>Organisation Analysis</td>
<td>Report</td>
<td>30%</td>
<td>A, B</td>
<td>Fri 17 Jan, 5pm</td>
</tr>
<tr>
<td>Job Application</td>
<td>Resume &amp; Cover Letter</td>
<td>30%</td>
<td>A, B, D</td>
<td><strong>Stage 1 – Draft Resume:</strong> Thu 5 Dec, 5pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Stage 2 – Draft Job Application &amp; Career Advice Appointment:</strong> Fri 10 Jan, 5pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Stage 3 – Final Submission:</strong> Wed 15 Jan, 5pm</td>
</tr>
<tr>
<td>Interview Video Clips</td>
<td>Videos</td>
<td>30%</td>
<td>A, B, D</td>
<td>Wed 18 Dec, 12 noon</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Late Penalty & Special Consideration

Late Penalty:
Late submission of an assessment without prior (i.e. at least 24 hour) written permission from the course convener is NOT acceptable. Five percent of the assessment value will be deducted for each 24 hour cycle where an assessment is late without written permission. For example, if the assessment is worth 30% of the overall course mark, 1.5 marks will be deducted for each 24 hour cycle.

Special Consideration:
UNSW Policy and information on special consideration can be found at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html. Application for special consideration must be made within 3 working days of the assessment to which it refers.

10. Resources

Readings
(All readings will be made available on Moodle)


Consultation
Your course convener has one designated hour per week for consultation, and may also be
available for a one-off consultation outside this time. The consultation time can be used for
answering questions that you do not feel comfortable voicing in class or through the online
forum. It is the best to email your course convenor prior to confirm your appointment.

Career Resources and Support
UNSW Careers and Employment provide a range of resources and services to assist UNSW
students with their career development. You can register for individual career advice
appointments to speak to a careers consultant in regards to your career development, to obtain
feedback on your job application or to practice your interview skills. For more information and
to register for an appointment, go to www.careers.unsw.edu.au.

Academic Support
The Learning Centre offers academic skills support to all students enrolled at The University of
New South Wales. They assist students adjusting to academic culture and to new approaches to
learning and teaching. The Centre also offers a range of learning and language assistance
programs through workshops, individual consultations and student self-access materials. Visit
www.lc.unsw.edu.au for more information.

11. Plagiarism
The University regards plagiarism as a form of academic misconduct, and has very strict rules
regarding plagiarism. For full information regarding policies, penalties and information to help you
avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html. In brief:

Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or
  knowingly permitting it to be copied. This includes copying material, ideas or concepts
  from a book, article, report or other written document (whether published or
  unpublished), composition, artwork, design, drawing, circuitry, computer program or
  software, web site, Internet, other electronic resource, or another person’s assignment
  without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form
  and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in
  whole or part in collusion with other people, for example, another student or a tutor;
  and,
- claiming credit for a proportion a work contributed to a group assessment item that is
  greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere
may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism. Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at: www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE Plus tutorial for all new UNSW students: http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html