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1. **Staff Contact Details**

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   UNSW Careers and Employment  
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   E: e.chan@unsw.edu.au

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   Consultation: Mon 2-3pm or by appointment

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 2014, Australian graduate employers on average received 1,450 applications from university students (equivalent to 47 applications per graduate position being offered) (AAGE, 2015). 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 2014, a majority 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 analytical 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 can also be completed as a General Education course in the student’s degree program. 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 seminar 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 set of key skill statements 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 2015, 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 seminars, 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**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Learning</td>
<td>Wk 1, 2 Mar to Wk 5, 3 Apr (Approx. 2.5 hrs /week)</td>
<td>Online</td>
</tr>
<tr>
<td>Seminar – Day 1</td>
<td>Mid-session break, Wed 8 Apr</td>
<td>Face to Face</td>
</tr>
<tr>
<td>Seminar – Day 2</td>
<td>Mid-session break, Thurs 9 Apr</td>
<td>Face to Face</td>
</tr>
<tr>
<td>Seminar – Day 3</td>
<td>Mid-session break, Fri 10 Apr</td>
<td>Face to Face</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>Wk 6, Mon 13 Apr – Wk 11, Tue 19 May</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.
### 7. Course Outline

<table>
<thead>
<tr>
<th>Week Starting</th>
<th>Course Components</th>
<th>Delivery</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1, 2 Mar</td>
<td><strong>Introductory Tasks</strong></td>
<td>Online</td>
<td>Online Participation: Introductory Tasks (2%)</td>
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<tr>
<td></td>
<td>(approx. 2 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wk 2, 9 Mar</td>
<td><strong>Cover Letter</strong></td>
<td>Online</td>
<td>Online Participation: Cover Letter Quiz (2%)</td>
</tr>
<tr>
<td>Wk 3, 16 Mar</td>
<td><strong>Resume</strong></td>
<td>Online</td>
<td>Online Participation: Draft Resume (2%)</td>
</tr>
<tr>
<td>Wk 4, 23 Mar</td>
<td><strong>STAR Statements</strong></td>
<td>Online</td>
<td>Online Participation: Draft STAR Statements (2%)</td>
</tr>
<tr>
<td>Wk 5, 30 Mar</td>
<td><strong>Interview</strong></td>
<td>Online</td>
<td>Online Participation: Interview Quiz &amp; Wiki (2%)</td>
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<tr>
<td></td>
<td><strong>Three-day Seminar</strong></td>
<td>Face to Face</td>
<td></td>
</tr>
<tr>
<td>Mid Session Break 6 Apr</td>
<td><strong>Three-day Seminar</strong></td>
<td>Wed 8 Apr – Fri 10 Apr (9am-5pm Room to be confirmed)</td>
<td></td>
</tr>
<tr>
<td>Wk 6, 13 Apr</td>
<td>Assessment Support Forums</td>
<td>Online</td>
<td><strong>Interview Video Clips (30%)</strong></td>
</tr>
<tr>
<td>Wk 7, 20 Apr</td>
<td></td>
<td></td>
<td>Wk 7, Thurs 23 Apr, 12noon</td>
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<td>Wk 8, 27 Apr</td>
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<td></td>
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<tr>
<td>Wk 9, 4 May</td>
<td></td>
<td></td>
<td><strong>Job Application (30%)</strong></td>
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<td></td>
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<td></td>
<td>Final Submission</td>
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<td></td>
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<td>Wk 9, Wed 6 May, 5pm</td>
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<tr>
<td>Wk 10, 11 May</td>
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<td></td>
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<tr>
<td>Wk 11, 18 May</td>
<td><strong>Course Evaluation</strong></td>
<td></td>
<td><strong>Organisation Analysis (30%)</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Wk 11, Tue 19 May, 5pm</td>
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</table>

**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**
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>
</tbody>
</table>
| Job Application      | Resume & Cover Letter| 30% | A, B, D          | Draft Resume:
                                                                         | Final Submission:   |
                                                                         | Wk 3, Fri 20 Mar, 5pm |
                                                                         | Wk 9, Wed 6 May, 5pm |
| Interview Video Clips| Videos              | 30% | A, B, D          | Wk 7, Thurs 23 Apr, 12 noon                   |
| Organisation Analysis| Report              | 30% | A, B, C          | Wk 11, Tue 19 May, 5pm                       |
| **Total:**           |                     | 100%|                   |                                               |
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 convener 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:

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