Table of Contents:

1. Staff Contact Details
2. Course Details
3. Course Rationale
4. Teaching Strategies
5. Attendance & Participation
6. Course Outline and Assessment Summary
7. Assessment Criteria and Rubrics
8. Late Penalty & Special Consideration
9. Resources
10. Plagiarism
1. Staff Contact Details

<table>
<thead>
<tr>
<th>Course Convener</th>
<th>Course Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Joan Cooper</td>
<td>Bernadette Ralph</td>
</tr>
<tr>
<td><a href="mailto:j.cooper@unsw.edu.au">j.cooper@unsw.edu.au</a></td>
<td><a href="mailto:b.ralph@unsw.edu.au">b.ralph@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation: email for appointment</td>
<td></td>
</tr>
</tbody>
</table>

Course Details
DIPP1510 Work Placement is a course for students who have secured work experience or an internship/industry relevant placement and are prepared to undertake associated course work to have this experience formally recognised as part of their learning at UNSW. The course is offered as a GenEd and open to all UNSW students provided that the work placement is industry relevant and/or related to coursework.

Unit of Credit: 6 UoC

Course Aims:
This course aims to guide students through a general preparation for the workplace, offers opportunities to apply their university learning to their real world practice, and validates students’ efforts with industry endorsed reports on their performance and progress whilst on placement.

Student Learning Outcomes:
1. Understand workplace context and culture and expectations of them as professionals in the workplace
2. Demonstrate the ability to engage in independent, collaborative and reflective learning
3. Demonstrate a capacity to contribute to and work within an organization
4. Demonstrate professionalism, accountability and ethical behaviour in a professional setting.

2. Course Rationale
Students undertake an industry relevant work placement consisting of a minimum of 140 hours. This course enables students to gain practical, supervised work experience within their chosen industry as well as general exposure to the real world of work before graduation. The work placement is ungraded, instead students must complete all assessment requirements to the satisfactory level indicated in task descriptions.

3. Teaching Strategies
Recognising that relevant work experience does not often comply with the university timetable, this course is offered entirely online and self-paced to offer students as much flexibility as possible to suit individual needs. Students prepare for the workplace with a review of lectures, articles and videos which offers general guidance on professional expectations and provokes self-reflection on how students see themselves in a professional light. Students are then asked to progressively work on an individual e-portfolio providing them with the opportunity to link university learning to their real world practice in an innovative and creative manner that is designed to support their future aspirations and career paths. Students’ performance will be monitored and reviewed throughout the work placement by their industry supervisors who will be providing feedback and advice regarding the students’ professional development progress and future needs. The culmination of this work’s ultimate goal is to support and assist students to engage in life-long learning that extends beyond the boundaries of university learning into their future lives as industry professionals.

4. Attendance & Participation
Online Content: Students are expected to complete the online self-paced content within Semester 1 2016 dates.

5. Assessment Description & Marking Rubrics:
The DIPP1510 Work Placement course is ungraded, students receive a SY (satisfactory) when they have completed all course requirements and assessable tasks to the satisfactory level required indicated in task descriptions.
Assessable tasks:

Task 1 Work placement preparation module 20%

Due: Prior to commencing the work placement

Learning outcome assessed:

- Understand workplace context and culture and expectations of them as professionals in the workplace

This task is an online assessment offered in moodle. Six key employability topics are presented, each containing a set of lectures slides with accompanying articles and/or videos for review. The module is designed to be interactive and self-paced and the topics can be undertaken in any order. For each topic, students are asked to undertake the set activities and then complete a multiple choice quiz at the end receiving a mark of 80% or higher to pass each topic satisfactorily. Feedback on each quiz outcome is given immediately after completion and any questions that require correction are identified. Students are given three opportunities to undertake each quiz to achieve the required mark. If students are unable to achieve the required mark after three attempts they are directed to contact the course administrator to discuss this outcome and present their case as to why further attempts should be offered. There is approximately 10-12 hours of work associated with this module that must be completed satisfactorily (receive 80% or higher on all topic quizzes) before the student is permitted to start the associated work placement and commence subsequent assessment tasks.

Students will be assessed on their ability to:

- Demonstrate understanding of workplace expectations

Assessment Rubric

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Outstanding</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Functional</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated understanding of workplace expectations</td>
<td>The student demonstrates excellent understanding of workplace expectations with quiz scores of 10/10 and can proceed to commence the placement.</td>
<td>The student demonstrates very good understanding of workplace expectations with quiz scores of 9/10 and can proceed to commence the placement.</td>
<td>The student demonstrates proficient understanding of workplace expectations with quiz scores of 8/10 and can proceed to commence the placement.</td>
<td>The student demonstrates limited understanding of workplace expectations with quiz scores below 8/10 and uses multiple attempts to correctly answer questions. The student is allowed to commence the placement.</td>
<td>The student inadequately demonstrates understanding of workplace expectations with a quiz scores below 8/10 and is unable to improve this performance despite multiple attempts. The student is not allowed to commence the placement.</td>
</tr>
</tbody>
</table>
Task 2 Work placement e-portfolio 70%
Due: Before end of Semester 1 2016

Learning outcomes assessed
- Demonstrate the ability to engage in independent, collaborative and reflective learning
- Demonstrate a capacity to contribute to and work within an organisation
- Understand workplace context and culture and expectations of them as professionals in the workplace

Upon commencement of the work placement students will be asked to start creating their e-portfolio and encouraged to work on this task throughout the placement duration. This e-portfolio will be comprised of a number of works to showcase the experience gained and what they are learning from the placement regarding their professional and personal development. This e-portfolio will ask for a minimum number of 12 guided posts of no less than 250 words during the placement. Included in these posts, students will be asked to provide a revised CV, critical reflection of their own performance and development and reports on their employment experience using the STAR framework outlined in the work placement preparation module. The e-portfolio will also contain a logbook of placement hours and activities. The purpose of the e-portfolio is for students to demonstrate that they have met the course learning outcomes and graduate attributes. Students must receive a pass mark of 50% to satisfactorily complete this assessment task.

Each component of the portfolio will be assessed with the associated assessment rubric. Individual feedback will be given based on the student’s ability to reflect on their placement experience, describe their achievements and contributions. Students will be asked to discuss their personal and professional development, including:
- Development of enhanced CV
- Identified soft skills enhanced by this experience in the workplace
- Relevance of this experience to future professional development and career goals
- Action plan on how you can further develop and practice the relevant capability in the future

Students will be assessed on their ability to:
- Demonstrate their understanding of STAR story framework and ability to articulate reflective learning and contributions to the workplace
- Show how this experience is relevant to their future professional development and career goals
- Present the content in a coherent, clear, logical and engaging manner

Assessment Rubric

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Outstanding</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Functional</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated</td>
<td>Excellent demonstration of STAR technique to articulate advanced insights, learning and development gained from and beyond the workplace.</td>
<td>Very good demonstration of STAR technique to articulate strong ideas, learning and development gained from the workplace.</td>
<td>Good demonstration of STAR technique to articulate basic ideas, learning and development gained from the workplace.</td>
<td>Demonstrates some ability to use STAR technique to express ideas. Limited learning and development shown.</td>
<td>Inadequate demonstration of STAR technique. Inadequate learning and development shown.</td>
</tr>
<tr>
<td>understanding of STAR and ability to articulate reflective learning and contributions to the workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated</td>
<td>The student shows an insightful understanding and an excellent ability to articulate how this experience directly works towards a broad range of future professional goals and lifelong learning.</td>
<td>The student provides a very good articulation of how this experience works towards a range of future professional goals.</td>
<td>The student provides a limited articulation of how this experience works towards a few future goals.</td>
<td>The student does not adequately provide links between this experience and future goals.</td>
<td></td>
</tr>
<tr>
<td>relevance of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>experience to future professional development and career goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presented in a</td>
<td>All components submitted were of the highest possible standard.</td>
<td>All components submitted were of a very good standard.</td>
<td>All components submitted were of an acceptable standard.</td>
<td>Some components submitted were of an acceptable standard.</td>
<td>Inadequate demonstration of written standards.</td>
</tr>
<tr>
<td>coherent, clear,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>logical and engaging manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DIPP1510 – Semester 1 2016
Task 3 Supervisor’s report on student professionalism 10%
Due: Before end of Semester 1 2016

Learning outcomes assessed:

- Demonstrate professionalism, accountability and ethical behaviour in a professional setting.
- Demonstrate a capacity to contribute to and work within an organisation

Students and supervisors will meet regularly through the course of the placement, however three formal meetings are required for the student and supervisor to “check-in” with each other to discuss and assess placement goals. These three formal check-ins have structured forms associated (that can be found on moodle) which can be used as a guide for these meetings. The first meeting requires the student and supervisor to complete and submit a placement plan at the beginning of the placement, outlining the proposed activities and goals. Students will then have the opportunity to discuss their progress, review their goals and gain feedback on their performance in the subsequent mid and final placement review with their supervisor.

The purpose of these formal check-ins are to clarify and reinforce professional and ethical expectations in the workplace. This includes discussion, assessment and feedback on how the student is performing in regards to the six topic areas identified in Work Placement Preparation Module. Each check-in will require a formal face to face meeting to occur between the supervisor and student to discuss the listed items, to be followed by the submission of completed documentation of this meeting sent by the supervisor directly to the course administrator. The student must not receive an unsatisfactory assessment from the workplace supervisor at any stage to satisfactorily complete this task and the course.

Should the need arise, students may request an opportunity to discuss their performance and any challenges associated with their placement with the course convener/administrator. However, in the interests of building an authentic professional working relationship, issues associated with colleagues or the work undertaken on placement should be discussed first with the immediate supervisor. If a matter cannot be resolved in discussion with the supervisor or the student is uncomfortable raising the matter with their supervisor, advice may be sought from the course convener/administrator.

Students will be assessed on their ability to:

- Demonstrated professionalism and understanding of workplace expectations
- Demonstrated motivation and positive attitude
- Demonstrated independence
- Ability to contribute value to the workplace

Assessment Rubric

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Outstanding</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Functional</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated professionalism and understanding of workplace expectations</td>
<td>Excellent professionalism demonstrated. Student performed above and beyond workplace expectations.</td>
<td>Very good professionalism demonstrated. Student performed at a very high standard in meeting workplace expectations.</td>
<td>Good professionalism demonstrated. Student performed well in meeting the majority of workplace expectations.</td>
<td>Some professionalism demonstrated with clear areas for improvement. Student has shown some capacity to meet workplace expectations.</td>
<td>Professionalism inadequately demonstrated. Student has shown limited/no capacity to meet workplace expectations.</td>
</tr>
<tr>
<td>Demonstrated motivation and positive attitude</td>
<td>The student is a highly motivated and positive worker and has had a positive impact on the entire business.</td>
<td>The student is a motivated and positive worker and has had a positive impact on colleagues.</td>
<td>The student is a motivated and positive worker and has had a positive impact on colleagues.</td>
<td>The student’s attitude is inconsistent showing motivation and positivity only sometimes.</td>
<td>Student shows little/no motivation. Tends to be negative and gives ups on tasks easily.</td>
</tr>
<tr>
<td>Demonstrated independence</td>
<td>The student plans and performs tasks independently and organises sources of help independently.</td>
<td>The student plans and performs tasks mostly independently, asks for help from the supervisor when needed.</td>
<td>The student selects and plans the tasks together with the supervisor and performs these tasks on his/her own.</td>
<td>The supervisor is the mainly responsible for setting out the tasks, but the student is able to perform them mostly independently.</td>
<td>The student needs frequent instructions and well-defined tasks from the supervisor and the supervisor needs careful checks to see if all tasks have been performed.</td>
</tr>
</tbody>
</table>
6. 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.

7. Resources

Leibman, P. I Got My Dream Job and So Can You: 7 Steps to Creating Your Dream Job After College. Amazon
Mackenzie, J The Graduate Edge. Development Beyond Learning International

Consultation
The course convener is available for consultation via email, and may also be available for face to face consultation on campus, however it is the necessary to email the course administrator to request an appointment.

Career Resources and Support
UNSW Careers and Employment provide a range of resources and services to assist UNSW students with their career development. Students can register for individual career advice appointments to speak to a careers consultant in regards to their career development, to obtain feedback on their job application or to practice their 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.

8. 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:

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

| Ability to contribute value to the workplace | The student made an outstanding contribution to the workplace, performing well beyond expectations. | The student made a significant contribution to the workplace, performing on par with permanent role colleagues. | The student made a valuable contribution to the workplace, performing well in an intern/assistant capacity. | The student made efforts to contribute to the workplace and achieved limited outcomes. The student is aware of areas for improvement. | The student has not effectively contributed to the workplace. Student shows no awareness of shortcomings. Hosting the student in the workplace increased workload for everyone around him/her. |
software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgment;

- 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