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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 and strengths, their capacity to work effectively with others and 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
• Information literacy the skills 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 student’s 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.

The Introduction to the Workplace is 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.

The 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 content is delivered via online engagement and workshop participations. The multi-mode delivery is designed to support a diverse cohort of students and to allow flexibility in their learning.

The assessment tasks in the 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 in the course will also explore workplace values, priorities, structures and cultures by conducting information interviews with targeted
They will also prepare and practice their answers to interview questions and post their responses as a voice blog.

Students who have completed the Introduction to the Workplace are eligible to enrol 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-centred and active learning approaches to engage students in their learning. The course content is delivered via online engagement, workshop participation as well as industry and alumni guest speakers.

Delivering the online content through Moodle creates a student community that enriches students’ face to face learning. The content will be delivered using a variety of online tools including online discussions, activities, videos and voice blogs. These tools help students to prepare for the course content prior to workshops and to continue their learning outside of class time.

The combination of online and face-to-face teaching strategies encourages students to actively engage with the content while allowing some flexibility with future variations in class sizes, student diversity and disciplines.

5. Key Dates & Class Schedule

Summary:

<table>
<thead>
<tr>
<th>Course Welcome</th>
<th>Wk 3, Tue 31 July, 4-6pm</th>
<th>Face to Face</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Learning</td>
<td>Wk 5-7 (approx 2-3 hrs / week)</td>
<td>Online</td>
</tr>
<tr>
<td>Training – Day 1</td>
<td>Mon 3 Sept, 9-5pm</td>
<td>Face to Face</td>
</tr>
<tr>
<td>Training – Day 2</td>
<td>Tue 4 Sept, 9-5pm</td>
<td>Face to Face</td>
</tr>
<tr>
<td>Training – Day 3</td>
<td>Wed 5 Sept, 9-5pm</td>
<td>Face to Face</td>
</tr>
<tr>
<td>Online Learning</td>
<td>Wk 8-9 (approx 2-3 hrs / week)</td>
<td>Online</td>
</tr>
</tbody>
</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
   - Developing an elevator pitch
   - Networking for Success
Managing Online Branding
Communication Skills and Professional Etiquette

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

4. Attaining Opportunities
   - Preparing job applications: Cover letter, resume & online application form
   - Acing the job Interview and assessment centre

6. Assessment Summary

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Portfolio</td>
<td>Portfolio</td>
<td>50%</td>
<td>A, B, D</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Developing a professional profile is the first step in securing an employment opportunity. In this assignment, students will integrate results from their self assessments and apply their career development competencies to create a professional portfolio for recruitment and networking purposes. The Portfolio may include an achievement-based resume, a cover letter, a professional bio, a set of key skill statements, an online profile and a business card. This assignment accounts for 50% of the total course mark (including 10% on online participations).</td>
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<tr>
<td>2. Organisational Report</td>
<td>Report</td>
<td>30%</td>
<td>C</td>
</tr>
<tr>
<td></td>
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<tr>
<td>In this assignment, students are required to perform online research and conduct information interviews to compare and contrast two organisations in terms of workplace values, priorities, structures and cultures. Findings are to be presented in a 2 page report.</td>
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<tr>
<td>3. Interview Voice Blog</td>
<td>Other</td>
<td>20%</td>
<td>B, D</td>
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<tr>
<td>In this assignment, students will prepare and record their answers to interview questions and post their responses as a voice blog on the Learning Management System. Students will also take part in a peer review process to facilitate their active learning.</td>
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<tr>
<td>Total:</td>
<td></td>
<td>100%</td>
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</table>

7. 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 them 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](http://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](http://www.lc.unsw.edu.au) for more information.