



Careers and Employment

# Creating Your Career: Employability for the Future (DIPP1112)

Course Outline - Term 1, 2019

## Table of Contents:

1. Staff Contact Details
2. Course Information
3. Strategies and approaches to learning
4. Course schedule and structure
5. Assessment
6. Academic integrity, referencing and plagiarism
7. Readings and resources
8. Additional support for students

## 1. Staff Contact Details

---

### Course Convenor

Vikki Edwards  
UNSW Careers and Employment  
Tel: 9385 5717  
E: [yourcareer@unsw.edu.au](mailto:yourcareer@unsw.edu.au)

### Manager

Margo Baas  
UNSW Careers and Employment  
Tel: 9385 5432  
E: [m.baas@unsw.edu.au](mailto:m.baas@unsw.edu.au)

Address: Careers and Employment, Level 2, East Wing, Quadrangle Building  
Consultation: By appointment (email [yourcareer@unsw.edu.au](mailto:yourcareer@unsw.edu.au))

## 2. Course Information

---

**Units of Credit:** 6 UoC

### 2.1. Course Description

*Creating Your Career: Employability for the Future* covers four principal topics:

- Understanding yourself and developing your employability
- Researching career opportunities and organisations now and into the future
- Using career development competencies to create your career
- Communicating your professional point of difference.

Research has consistently highlighted the competitive nature of the graduate recruitment process. Results from the 2018 Australian Association of Graduate Employers Survey showed that major graduate employers receive over 1,000 applications each year.

While academic performance is important, the majority of graduate employers rated teamwork, cultural fit and interpersonal skills as “very important” - much higher rated than academic grades. In 2018, the next most valued attributes were communication, motivational fit and problem-solving skills. The transferable skills developed outside the classroom in community engagement, casual work and relevant work placements are the major factors that differentiate the best candidates. All of this evidence suggests 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.

Within the course, students self-assess, reflect on and develop their employability skills in line with current and future industry expectations.

### 2.2. Course Aims

*Creating Your Career: Employability for the Future* aims to empower students with the knowledge, skills and capabilities to plan, engage in and critically reflect on career opportunities and their career more broadly. It prepares students for the world of work by developing a deeper understanding of recruitment practices, expectations of professionals across a range of industries and the opportunities that exist now and into the future. Students learn about employability skills and their own values and reflect on how they can incorporate and articulate these in relation to their own future career vision.

### 2.3. Course Learning Outcomes

At the successful completion of this course, students should be able to:

1. Utilise self-assessment tools and understanding of employability to reflect upon personal strengths, capabilities and areas for development
2. Investigate and analyse workplace culture and industry expectations. Reflect on the implications for decision making and goal setting
3. Apply career development competencies in identifying suitable opportunities and self-managing career and lifelong learning

4. Articulate and pitch strengths, capabilities and ideas in professional language appropriate to the audience, using multiple channels of communication

#### 2.4. Relationship between course learning outcomes and assessment

Course Learning Outcome	Related Tasks and Assessment
1. Utilise self-assessment tools and understanding of employability to reflect upon personal strengths, capabilities and areas for development	<p><b>Tailored Job Application</b> Assignment (25%)</p> <p><b>Interview Video</b> Presentation (25%)</p> <p><b>Information Interview and Action Plan Report</b> (25%)</p> <p><b>Online Career Development Learning Weekly Online Tasks</b> (25%)</p>
2. Investigate and analyse workplace culture and industry expectations. Reflect on the implications for decision making and goal setting	<p><b>Interview Video</b> Presentation (25%)</p> <p><b>Information Interview and Action Plan Report</b> (25%)</p> <p><b>Online Career Development Learning Weekly Online Tasks</b> (25%)</p>
3. Apply career development competencies in identifying suitable opportunities and self-managing career and lifelong learning	<p><b>Tailored Job Application</b> Assignment (25%)</p> <p><b>Interview Video</b> Presentation (25%)</p> <p><b>Information Interview and Action Plan Report</b> (25%)</p> <p><b>Online Career Development Learning Weekly Online Tasks</b> (25%)</p>
4. Articulate and pitch strengths, capabilities and ideas in professional language appropriate to the audience, using multiple channels of communication	<p><b>Tailored Job Application</b> Assignment (25%)</p> <p><b>Interview Video</b> Presentation (25%)</p> <p><b>Information Interview and Action Plan Report</b> (25%)</p> <p><b>Online Career Development Learning Weekly Online Tasks</b> (25%)</p>

### 3. Strategies and approaches to learning

---

#### 3.1. Learning and teaching activities

*Creating Your Career: Employability for the Future* uses student-centred and active learning approaches to engage students in their learning. The course content is taught via online modules supported by interactive face-to-face seminars to enrich the online experience with additional input from industry and alumni. Online content includes online seminars and activities, videos, discussion forums, quizzes, wikis and development of a professional portfolio. The face-to-face seminars are designed to be practical and to provide opportunities for students to apply the knowledge and strategies developed online. The multi-mode delivery supports a diverse cohort of students and allows flexibility in their learning. The course will be taught via weekly online lessons and activities in Moodle and fortnightly face-to-face, interactive seminars where students actively engage with the knowledge and strategies they have learned online. Reflection, self-assessment, peer review and feedback from careers consultants will allow students to better prepare for the assessments.

#### 3.2. Expectations of students

The basic requirements of this course are as follows:

- Completion of weekly online Career Development Learning tasks (25%)
- Attendance and participation in 5 x 2 hour seminars
- Completion of 3 major assessment tasks (75%)

**Attendance**

**Face-to-face components:** Attendance and participation in the 5 x 2 hour seminars are essential components of the learning process in accordance with UNSW Assessment Implementation Procedure. Students who have inadequate attendance (i.e. below 80% of the contact hours) may receive a UF (unsatisfactory fail) for the course.

If you are unable to attend your scheduled seminar in a given week for medical reasons, contact the Course Administrator immediately by e-mail at [yourcareer@unsw.edu.au](mailto:yourcareer@unsw.edu.au) and you may be assigned to the second seminar in that week. There are strict University regulations on class sizes due to health and safety considerations, so it is not permissible to simply attend an alternative seminar, without first getting approval. Ensure that you submit a medical certificate to the Course Administrator so that your attendance is explained on your record. Where possible, material from the seminar will be published on Moodle for revision purposes.

**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.

## 4. Course schedule and structure

Week	Course Components	Delivery	Assessments		Seminars – 2 hours
Wk 1	<b>Topic 1: Getting Started and Key to Employability</b>	Online	<ol style="list-style-type: none"> <li>1. Complete Lesson</li> <li>2. Register with Careers Online</li> <li>3. Complete the Pre-Course Questionnaire</li> <li>4. Forum: Post a video introduction to yourself</li> <li>5. Create a LinkedIn profile</li> <li>6. Submit a Photo Card</li> <li>7. Forum: Post related to Key to Employability.</li> </ol>	7%	
Wk 2	<b>Topic 2: Identify Employment Opportunities</b>	Online	<ol style="list-style-type: none"> <li>1. Forum: Post a Job Ad</li> <li>2. Forum: Post on 1 of 3 forums</li> </ol>	2%	Introduction, Assessing Your Values, DOTS
Wk 3	<b>Topic 3: Resumes and Achievement Statements</b>	Online	<ol style="list-style-type: none"> <li>1. Complete Resume Lesson</li> <li>2. Complete Recruiter Activity</li> <li>3. Forum: Post feedback on Recruiter Activity</li> <li>4. Complete Achievement Statement Lesson</li> <li>5. Forum: Post 3 Achievement Statements</li> </ol>	5%	
Wk 4	<b>Topic 4: Cover Letters</b>	Online	<ol style="list-style-type: none"> <li>1. Complete Cover Letter Lesson and Quiz</li> <li>2. Print draft resume and bring to face to face session</li> <li>3. Forum: Post an introductory email in preparation for information interview and provide feedback</li> </ol>	2%	Information Interviews  Feedback on Draft Resume and Cover Letter
Wk 5	<b>Topic 5: Interviews</b>	Online	<ol style="list-style-type: none"> <li>1. Complete Interview Lesson and Quiz</li> <li>2. Forum: Post STAR Statement</li> </ol>	2%	
<b>Major Assessment 1: Tailored Job Application</b>				<b>25%</b>	
Wk 6	<b>Topic 6: Personal and Online Branding</b>	Online	<ol style="list-style-type: none"> <li>1. Complete LinkedIn Lesson</li> <li>2. Forum: Post 3 impressive profiles and reasons why they are good models</li> <li>3. Forum: Post 3 actions to improve your personal and online brand</li> </ol>	3%	Understanding Skills and STAR Feedback on Interviews
Wk 7	<b>Topic 7: Making Professional Connections</b>	Online	<ol style="list-style-type: none"> <li>1. Complete Networking Lesson</li> <li>2. Attend networking opportunity and post reflection on forum</li> </ol>	2%	
<b>Major Assessment 2: Interview Videos</b>				<b>25%</b>	
Wk 8	<b>Topic 8: Assessment Centres</b>	Online	<ol style="list-style-type: none"> <li>1. Forum: Post a screenshot of an action taken to improve profile</li> </ol>	1%	LinkedIn
Wk 9			<ol style="list-style-type: none"> <li>1. Forum: Post reflection of your role in the group activity, your strengths/weaknesses and strategy for future</li> </ol>	1%	Mock Assessment Centre
<b>Major Assessment 3: Information Interview and Action Plan</b>				<b>25%</b>	
Wks 1-10	<b>Course Evaluation</b>		Continuous course feedback from students is encouraged		
<b>Online Career Development Learning</b>				<b>25%</b>	

## 5. Assessment

---

The assessments in *Creating Your Career: Employability for the Future* are designed to engage students in active and productive learning. Students will apply their career development competencies to develop material for a professional portfolio for recruitment and networking purposes.

### 5.1. Assessment Tasks

#### 1. Tailored Job Application (25%) – due midnight Sunday at end of Week 5

In this assessment, students will integrate results from their self-assessments and apply career development competencies to create a professional resume and cover letter tailored to a position of interest and relevance to their career goals.

Formative and summative feedback will be provided in the following formats:

- Peer review and feedback dialogue in seminars
- Individual career advice appointment with a careers consultant
- Written feedback and evaluation based on the assessment standards

#### 2. Interview Videos (25%) – due midnight Sunday at end of Week 7

In this assessment, students will prepare and record their answers to 2 interview questions and submit their responses in video file format.

Formative and summative feedback will be provided in the following formats:

- Peer review and feedback dialogue in seminars
- Written feedback and evaluation based on the assessment standards

#### 3. Information Interview and Action Plan (25%) – due midnight Sunday at end of Week 9

Students will explore a profession, industry and organisation of interest by creating a shortlist of targeted organisations and conducting an information interview with a professional in an aspirational role from one of these organisations. This involves identifying a professional, researching the person and their organisation, approaching them in an appropriate manner, conducting a face-to-face interview and reflecting on the experience in relation to their values and expectations. Findings are presented in a report format.

The report will be assessed against the assessment standards and written feedback will be given.

#### 4. Online Career Development Learning (25%) – due midnight Sunday at end of each Topic week.

Students complete the online components of the course within the weekly timeframe designated for each topic. This includes completing online learning modules and participation in:

- Online discussion forums as a lead poster and commentator
- Self-assessments tasks
- Peer review activities
- Contribution to a topic on a class wiki

Formative feedback includes peer review, online dialogue and discussion.

### Further information

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

### 5.2 Assessment criteria and standards

Assessment rubrics are available via Moodle in the Assessment Descriptions for each of the major assessment tasks

### 5.3 Submission of assessment tasks

All assessment tasks are submitted via Moodle. The Tailored Job Application and the Information Interview and Action Plan are submitted via Turnitin on Moodle. Any assignment submitted on or after its due date will be accepted as the final submission of that assignment; there will be no possibility for further editing or revision of this assessment item. Please also note that Turnitin does not allow you to resubmit your assignment once the due date has passed. It is your responsibility to check that your submission is complete and accurate at the time of submission.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on [externalsupport@unsw.edu.au](mailto:externalsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

#### **Late Penalty:**

Late submission of an assessment is NOT acceptable. **Weekly online assessment tasks submitted after the due date and time will receive no marks or feedback.**

Five percent of the assessment value of the 3 major assessment tasks will be deducted for each 24-hour cycle where an assessment is late. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission. For example, if the assessment is worth 25% of the overall course mark, 1.25 marks will be deducted for each 24-hour cycle. For example, if an assignment is due on Sunday at 12am (midnight) and you submit it on Monday at 1am, you will be penalized 2.5 marks (3%) for being 2 days late (i.e., 25 hours late).

#### **Special Consideration:**

If students are not able to submit a major assessment by the due date and time they should apply for Special Consideration. Any request for UNSW Policy and information on special consideration can be found at:

[www.student.unsw.edu.au/special-consideration](http://www.student.unsw.edu.au/special-consideration). Application for special consideration must be made within 3 working days of the assessment to which it refers. Third party supporting documentation must be attached to your application, and documentation dated after the submission date may not be accepted.

#### **Supplementary Assessment:**

There will only be a very limited opportunity to submit a supplementary assessment. No supplementary assessment will be available for online tasks.

A supplementary assessment will be offered to a student who fails an assessment task in either of the following circumstances.

- Supplementary assessment will be offered to any student who fails an assessment task if their request for Special Consideration for that task is approved. The mark awarded for the assessment task will be based solely on the supplementary assessment.
- Where a student fails an assessment task in DIPP1112 in the final semester of their degree program, but does not have an approved Special Consideration for that task, supplementary assessment will still be offered in cases where passing the task would have resulted in the student passing the course and completing their program.

Students who receive a Fail grade below 40% will only in exceptional circumstances be eligible for supplementation. Students who fail a final course due to academic misconduct are not eligible for supplementation. To apply for additional assessment, you must apply for a review within 3 days of grades being released.

In the absence of Special Consideration, the mark awarded for a supplementary assessment, will be capped as follows:

- Where a supplementary assessment is provided for a student who fails an assessment task in the course, the final mark awarded for the assessment task will be capped at 50%.

- Where a supplementary assessment is provided to a student with a Fail based on the overall course result, the final mark for the course will be capped at 50%.

### Appealing Your Results

If you wish to request a re-assessment of a piece of work, you must first discuss your performance with the course examiner, within **7 calendar days** of release of grades. You should email [yourcareer@unsw.edu.au](mailto:yourcareer@unsw.edu.au) stating the specific issues you have. An appointment will be made where you are able to discuss your concerns.

If you still believe, after discussion, that the mark you have received does not reflect your performance, you may apply for re-assessment. You will be required to give reasons to justify your request for re-assessment. If you do not supply sufficient reasons, the Assessment Review Group of the Faculty may decline to take action.

What to do, and when to do it

If you would like to have your results reviewed, please submit a [Review of Results Application](#) (PDF 113KB, 4 pages).

You must submit your application to Student Central no later than 15 working days after the return of the piece of work or, in the case of an exam, 15 working days from the date of release of results.

### IMPORTANT – Grades from your lecturer and official results:

While in practice a final grade is usually calculated by the addition of marks for individual pieces of assessment, formally all individual assessment marks provided to students via Moodle during semester are for feedback purposes only. This means that a final grade is not necessarily determined by the addition of individual marks. The official mark and grade for a course is that issued by the Academic Quality Assurance Committee via the UNSW release of results process. If you have questions about your assessment, the first step is to re-read your work in the light of the assessor's comments and feedback. You may then contact your Course Coordinator to discuss your work and to request further feedback. To apply for a grade to be reviewed you must follow the UNSW Review of Results procedure. See: <https://student.unsw.edu.au/results>.

## 6. Academic integrity, referencing and plagiarism

---

**Referencing** is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

**Academic integrity** is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.<sup>1</sup> At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

**Plagiarism** is regarded by The University as a form of academic misconduct. UNSW has very strict rules regarding plagiarism. All substantiated investigations under the Student Misconduct Procedure result in your name being placed on a Register at the university. Prior entries in this register result in any future case of plagiarism being handled with a higher severity. For UNSW policies, penalties, and information to help you avoid plagiarism see: [www.student.unsw.edu.au/plagiarism](http://www.student.unsw.edu.au/plagiarism) as well as the guidelines in the online ELISE Plus tutorial for all new UNSW students: [www.subjectguides.library.unsw.edu.au/elise](http://www.subjectguides.library.unsw.edu.au/elise). To see if you understand plagiarism, do this short quiz: [www.student.unsw.edu.au/plagiarism](http://www.student.unsw.edu.au/plagiarism).

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

## 7. Readings and resources

---

(All readings will be made available on Moodle)

- Catano, V. M. & Morrow Hines, H. (2015). The Influence of Corporate Social Responsibility, Psychologically Healthy Workplaces, and Individual Values in Attracting Millennial Job Applicants. *Canadian Journal of Behavioural Science*, 48(2),142–154.
- Galunic, D. C. (2016). *How to get ahead when you hate networking*. Fountainebleau: INSEAD. Retrieved from <https://search.proquest.com/docview/1838511567?accountid=12763>
- Hoffman R. & Casnocha, B. (2012) *The start-up of you: adapt to the future, invest in yourself, and transform your career*. New York: Crown Business.
- Gati, I. & Levin, N. (2015). Making better career decisions. In P. J. Hartung, M. L. Savickas, & B. W. Walsh (Eds.) *Handbook of career intervention*. (2) pp.193-207. Washington, DC: American Psychological Association.
- Pool, L. D. & Sewell, P. (2007). The Key to Employability: Developing a practical model of graduate employability. *Education + Training*, 49(4), 277-289.

### Supplementary Videos:

- Brull, J. (2009). *How Not to Get a Job*. Video retrieved from <http://tv.unsw.edu.au/video/how-not-to-get-the-job> UNSW TV.  
Jeremy Brull shows us how *not* to do a job interview at the 2009 UNSW Careers Expo (3mins 59secs)
- Duckworth, A. (2013). *Grit: The power of passion and perseverance*. Retrieved from TED Talks Education. [https://www.ted.com/talks/angela\\_lee\\_duckworth\\_grit\\_the\\_power\\_of\\_passion\\_and\\_perseverance?language=en](https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance?language=en)  
Duckworth is an American psychologist and researcher and in this TED talk she argues that grit, or perseverance, is one of the major predictors of success, more so than IQ (particularly in school, university and the workplace) (6mins 9secs).
- The School of Life. (2015). *How to find fulfilling work*. Retrieved from [Youtube.<https://www.youtube.com/watch?v=veriqDHLXsw>](https://www.youtube.com/watch?v=veriqDHLXsw)  
Based on the book by Roman Krznaric, this short video outlines some useful tips on how individuals can go about finding fulfilling careers (with a strong emphasis on self-reflective decision making). (5mins 12 secs).
- Cuddy, A. (2012). *Your body language shapes who you are*. Retrieved from TED Talks Education. <https://www.youtube.com/watch?v=Ks-Mh1QhMc>  
Body language affects how others see us, but it may also change how we see ourselves. Social psychologist Amy Cuddy shows how "power posing" -- standing in a posture of confidence, even when we don't feel confident -- can affect testosterone and cortisol levels in the brain, and might even have an impact on our chances for success. (21mins 02secs).

## 8. Additional support for students

---

### 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 about 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.student.unsw.edu.au/skills](http://www.student.unsw.edu.au/skills) for more information.