CDEV1112 Creating Your Career: Employability for the Future

Course Outline
Student Academic and Career Success

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1. Course Information

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 2020 Australian Association of Graduate Employers Survey showed that the average number of graduate applications received per employer across all industries is 2,383.

While academic performance is important, the majority of graduate employers rated communication, teamwork and interpersonal skills as "very important" - much higher rated than academic grades. In 2020, the next most valued attributes were initiative and enterprise, resilience, emotional intelligence and planning and organising skills. These transferable skills developed at university and out outside the classroom in community engagement, casual work and relevant work placements, are the major factors that differentiate the best candidates. 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 their university experience.

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

Units of Credit: 6 UoC

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. 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. 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.

2.3 Course Learning Outcomes

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

1. Utilise self-assessment tools to understand and clarify values, interests, strengths and capabilities of employability and reflect upon areas for development
2. Articulate and pitch strengths, capabilities and ideas in professional language appropriate to the audience, using multiple channels of communication
3. Investigate and analyse career opportunities that align with values, interests, strengths and capabilities and reflect on the implications for decision making and goal setting
4. Apply career competencies by way of formulating future plans centered on personal reflections and self-assessment for continuous career learning and development
5. Identify and build a professional network and employ effective techniques for successfully expanding professional connections
2.4 Relationship between course learning outcomes and assessment

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Related Tasks and Assessment</th>
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| 1. Utilise self-assessment tools to understand and clarify values, interests, strengths and capabilities of employability and reflect upon areas for development | Tailored Job Application Assignment (30%)  
Interview Video Presentation (30%)  
Information Interview and Action Plan Report (30%)  
Online Career Development Learning Weekly Online Tasks (10%) |
| 2. Articulate and pitch strengths, capabilities and ideas in professional language appropriate to the audience, using multiple channels of communication | Tailored Job Application Assignment (30%)  
Interview Video Presentation (30%)  
Information Interview and Action Plan Report (30%)  
Online Career Development Learning Weekly Online Tasks (10%) |
| 3. Investigate and analyse career opportunities that align with values, interests, strengths and capabilities and reflect on the implications for decision making and goal setting | Tailored Job Application Assignment (30%)  
Interview Video Presentation (30%)  
Information Interview and Action Plan Report (30%)  
Online Career Development Learning Weekly Online Tasks (10%) |
| 4. Apply career competencies by way of formulating future plans centered on personal reflections and self assessment for continuous career learning and development | Tailored Job Application Assignment (30%)  
Interview Video Presentation (30%)  
Information Interview and Action Plan Report (30%)  
Online Career Development Learning Weekly Online Tasks (10%) |
| 5. Identify and build a professional network and employ effective techniques for successfully expanding professional connections | Information Interview and Action Plan Report (30%)  
Online Career Development Learning Weekly Online Tasks (10%) |

2. Strategies and Approaches to Learning

3.1. Learning and teaching activities

Creating Your Career: Employability for the Future uses student-centered and active learning approaches to engage students in their learning. The course content is taught via online modules supported by interactive 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 interactive 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, 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.
2.2 Expectations of students

The basic requirements of this course are as follows:

- Completion of weekly Online Career Development Learning tasks (10%)
- Attendance and participation in 5 x 2hour seminars
- Completion of 3 major assessment tasks (90%)

Attendance

Attendance and participation in the 5 x 2hour 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 and you may be assigned to the second seminar in that week. There are University regulations on class sizes, 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.
# Course schedule and structure

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Components</th>
<th>Delivery</th>
<th>Assessments</th>
<th>Seminars – 2 hours</th>
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</thead>
</table>
| Wk 1 | **Topic 1:** Getting Started and Key to Employability | Online | 1. Complete Lesson - Key to Employability  
2. Forum: Post about the Key to Employability model  
3. Complete the Pre-Course Questionnaire | 1% |
| Wk 2 | **Topic 2:** Identify Employment Opportunities | Online | 1. Forum: Post a Job Advertisement and research one potential career path | 1% Introduction, Assessing Your Values, DOTS |
| Wk 3 | **Topic 3:** Resumes and Achievement Statements | Online | 1. Complete Lesson - Resume  
2. Complete - Recruiter Activity  
3. Forum: Post feedback on Recruiter Activity  
4. Complete Lesson - Achievement Statements and post on forum (peer review) | 2% |
| Wk 4 | **Topic 4:** Cover Letters | Online | 1. Complete Lesson – Cover Letter & Quiz  
2. Forum: Post an introductory email in preparation for information interview | 1% Information Interviews |
| Wk 5 | **Topic 5A:** Interviews  
**Topic 5B:** Personal and Online Branding | Online | 1. Complete Lesson - Interview and Quiz  
2. Complete Lesson – STAR Statements  
3. Forum: Post STAR Statement  
4. Forum: Post 1 example of an impressive profile  
5. Forum Reflection: Post 1 action to improve your profile | 2% Understanding Skills and STAR Feedback on Interviews |
| | Major Assessment 1: Tailored Job Application | | 30% |
| Wk 6 | | | NON-TEACHING WEEK |
| Wk 7 | **Topic 7:** Making Professional Connections | Online | 1. Complete Lesson - Networking  
2. Forum: Set a networking goal for the next 3 months. Use SMART goal technique | 1% LinkedIn |
| | Major Assessment 2: Interview Videos | | 30% |
| Wk 8 | **Topic 8:** Assessment Centres | Online | 1. Complete Lesson - Assessment Centres  
2. Forum: Reflect on 3 traits/behaviours you would portray during an assessment centre and why | 1% |
| Wk 9 | **Topic 9:** Reflection | | 1. Forum: Post course personal reflection  
2. Complete the Post Course Evaluation Questionnaire | 1% Mock Assessment Centre |
| Wk 10 | Major Assessment 3: Information Interview and Action Plan | | 30% |
| Wks 1-10 | **Course Evaluation** | Continuous course feedback from students is encouraged | Online Career Development Learning | 10% |
4. 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.

4.1 Assessment Tasks

1. Tailored Job Application (30%) – due Friday at the 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
   - Written feedback and evaluation based on the assessment standards

2. Interview Videos (30%) – due Friday at the end of Week 7
In this assessment, students will prepare and record their answers to 2 interview questions using an online video interview recruitment platform. Summative feedback includes written evaluation against the assessment standards.

3. Information Interview and Action Plan (30%) – due Friday at the end of Week 10
Students will explore a profession, industry and organisations 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 an interview (face to face or via an online communication platform including Skype, Zoom or FaceTime) and reflecting on the experience in relation to their values and expectations. Findings are presented in a report format. Summative feedback includes written evaluation against the assessment standards.

4. Online Career Development Learning (10%) – due midnight Sunday at end of each Topic week. Tasks requiring peer review must be submitted by midnight Thursday of the 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

Formative feedback includes peer review, online dialogue and discussion.

Further information
UNSW grading system: https://student.unsw.edu.au/grades
UNSW assessment information: https://student.unsw.edu.au/assessment

4.2 Assessment Criteria and Standards

Assessment rubrics are available via Moodle in the Assessment Descriptions for each of the major assessment tasks.
4.3 Submission of Assessment Tasks

Assessment tasks 1 and 3 are submitted via Moodle. Assessment task 2 is submitted via Vieple (an online video interviewing platform). 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. 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.

For each of the 3 major assessment tasks, five percent of the assessment value 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 30% of the overall course mark, 1.5 marks will be deducted for each 24-hour cycle. For example, if an assignment is due on Friday at 12am (midnight) and you submit it on Sunday at 1am, you will be penalized 2.5 marks for being 2 days 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. Application for special consideration must be made 3 working days before the due date 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 CDEV1112 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 authority. You should email yourcareer@unsw.edu.au stating the specific issues you have and your concerns. The course convenor will address your query.

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 Request for Review of Results.

A review of your results may result in the mark going up or down.

You must submit your application no later than 5 working days after the return of the piece of work or, in the case of an exam, 5 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.

### 5. 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. At UNSW, this means that your work must be your own, and others’ ideas should be appropriately acknowledged. If you do not 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 as well as the guidelines in the online ELISE Plus tutorial for all new UNSW
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](https://student.unsw.edu.au/conduct).

### 6. Readings and Resources

(All readings will be made available on Moodle)


#### Supplementary Videos:


- Cuddy, A. (2012). *Your body language shapes who you are*. Retrieved from TED Talks Education. [https://www.youtube.com/watch?v=Ks_Mh1QhMc](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).
7. Additional Support for Students

Consultation:
The consultation time can be used for answering questions that you do not feel comfortable voicing in class or through the online forum. Email your course convener to arrange an appointment.

Career Resources and Support:
UNSW Student Academic and Career Success 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 Facilitator 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.

Academic Support:
Student and Academic Career Success also offers academic skills support to all students enrolled at the University of New South Wales. The Academic Language & Learning Facilitators assist students adjusting to academic culture and to new approaches to learning and teaching. The team 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 for more information.

8. Staff Contact Details

Course Convener
Dr. Dominic Fitzsimmons
Tel: 9385 2767
E: yourcareer@unsw.edu.au OR d.fitzsimmons@unsw.edu.au
Consultation: By appointment; email yourcareer@unsw.edu.au