USC

Course Outline

Code: BUS200
Title: Special Elective in Business

School: Business
Teaching Session: Semester 2
Year: 2019
Course Coordinator: Dr Rory Mulcahy (rmulcahy@usc.edu.au)
Course Moderator: Dr Noel Tracy (ntracey@usc.edu.au)

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1.   What is this course about?

1.1   Description

This course it about you and your professional brand. Throughout this course you will plan your successful transition from university student to business professional in your chosen field. Your professional brand will be enhanced through a combination of activities which will develop a deeper understanding of your key skills and attributes as well as develop a set of digital artefacts which provide a foundation for your pathway to employment. Topics of discussion will cover a range of areas which will inform your future employment pathways including; how to build a professional brand, professional LinkedIn, building a personal resume website, future work trends such as big data, artificial intelligence, big data and machine learning. After the completion of this course, you will be prepared for your future in the world of work.

1.2   Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

2.   What level is this course?

200 level Developing – Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd year of an undergraduate program.

3.   What is the unit value of this course?

12 units

4.   How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Recognise and reflect on own professional and personal strengths which align with desired career goals.	Task 1-Professional Identity Analysis Presentation	Creative and Critical Thinking
Identify the scope and variety of employment opportunities and career pathways available within chosen profession.	Task 2-Professional Portfolio for Brand You	Career Ready (Knowledgeable, Empowered)
Critically and creatively, develop strategies for professional development and future employment.	Task 2-Professional Portfolio for Brand You and Task 3-Future of the Field Plan	Creative and Critical Thinking (Creative and Critical Thinking, Empowered)
Demonstrate a developing level of effective self-management which determines career pathways based upon current program of study.	Task 3-Future of the Field Plan	Career Ready (Knowledgeable, Empowered, Engaged).

5.   Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1   Enrolment restrictions

Nil

5.2   Pre-requisites

Nil

5.3   Co-requisites

Nil

5.4   Anti-requisites

Nil

5.5   Specific assumed prior knowledge and skills (where applicable)

Not applicable.

6.   How am I going to be assessed?

6.1   Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2   Details of early feedback on progress

During the initial weeks of the course (Weeks 1-3), you will work on a draft copy of your Task 1 which will be peer reviewed. Throughout the remainder of the semester (Weeks 4-12) class activities will be aligned with the assessment tasks enabling students to explore and develop Task 2 and Task 3 whilst having an opportunity to be provided with feedback from the teaching team.

6.3   Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Professional Identity Analysis Presentation	Individual	20%	10 minutes	Week 4 Friday 5pm (AEST)	Online Assignment Submission
2	Professional Portfolio for Brand You	Individual	40%	1,250 words	Week 8 Friday 5.00pm (AEST)	Online Assignment Submission
3	Future of the Field Plan	Individual	40%	2,500 words	Week 12 Friday 5pm (AEST)	Online assignment submission
			100%			

Assessment 1: Professional Identity Analysis Presentation

Goal:	To explore the current employment landscape and your current professional strengths and weaknesses.
Product:	Digital presentation
Format:	This is a 10 minute digitally recorded presentation You are to: a) describe your profession/chosen field b) reflect on your journey c) critique your current strengths and weaknesses in relation to current opportunities and trends in the field. You are required to leverage and integrate credible source documents presentation.
Criteria:	• Demonstrate reflective thinking for problem solving and decision making in a business context. • Critically analyse existing sources of secondary data and literature in the field. • Demonstrate critical thinking to develop and evaluate appropriate solutions to business problems • Structure of the presentation • Clarity, logic and flow of arguments presented • Use of appropriate verbal and non-verbal communication.

Assessment Task 2: Professional Portfolio

Goal:	To explore trends and career opportunities in your employment area of interest and create a professional portfolio.
Product:	Portfolio
Format:	Building upon Task 1, you are to: a) further explore developing professional trends in your employment area of interest b) research current job vacancies in the market c) create a professional portfolio for yourself including sources such as a resume, cover letters, Linkedin account and professional bodies you have joined (or plan to join). This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Learning Objectives will be assessed: • PLO1.3: Demonstrate digital literacy skills for communication and information sharing in a business context.
Criteria:	• Critical analysis of existing sources of secondary data and literature in the field. • Demonstrate critical thinking to develop and evaluate appropriate solutions to business problems.

	• Demonstrate reflective thinking for problem solving and decision making in a business context. • Identify appropriate digital tool/channel for specific business purposes/outcomes • Communicate effectively using appropriate digital tools/channels • Demonstrate appreciation of the importance of protecting online reputation and its management

Assessment Task 3: Future of the Field Plan

Goal:	To identify two pathways to employment and goals 5 years post-graduation.
Product:	Plan
Format:	Using a range of sources, your task is to discuss your two employment pathways and how future trends will impact your profession and the way you will work. Based upon this analysis, you will provide key recommendations and strategies which will "future proof" yourself. This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Learning Objectives will be assessed: • PLO6.1: Self-Management: Demonstrate a capacity for responsible and adaptive self-management necessary for building a successful business career.
Criteria:	• Identify career pathways based on current program of study • Demonstrate awareness of future study and professional development options to develop your career • Identify individual strengths and weaknesses in relation to particular careers • Demonstrate adaptability and effective self-management.

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location:
On Campus	Lecture: 1 hour Workshop: 2 hours

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s) or course reader
Nil.

8.2 Specific requirements
Nil.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

10.   What administrative information is relevant to this course?

10.1   Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2   Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

a)   The final mark is in the percentage range 47% to 49.4%
b)   The course is graded using the Standard Grading scale
c)   You have not failed an assessment task in the course due to academic misconduct

10.3   Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, AccessAbility Services can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to Student Hub, email studentwellbeing@usc.edu.au or accessability@usc.edu.au or call 07 5430 1226

10.6 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.7 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast -** Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture -** Student Central, Level 1 Building J,Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

Appendix 1   Course content

Week # / Module #	What key concepts/content will I learn?

Module 1	**You and the World of work**
	
	Week 1 The Employability Journey
	      Topic 1: What does employability and careers actually mean?
	      Activity: Students generate own definition of employability
	      Topic 2: Understanding you and your potential
	      Activity: Students conduct self-assessment examination of employability skills
	      Topic 3: Setting you goals
	      Activity: Students to set a range of academic, professional and personal goals
	
	Week 2 The Current World of Work
	      Topic 1: Environmental drivers of changes to work and employment
	      Activity: Students identify and apply drivers of change to their professional field of interest
	      Topic 2: What will employment look like for you?
	      Activity: Students to identify which pathway (from three) they will undertake after graduation
	      Topic 3: On the (job) hunt
	      Activity: Students to implement job hunt strategies.
	
	Week 3 Understanding and Engaging with Your Professional Community/Assessment 1 Overview
	      Topic 1: Networking and Relationships
	      Activity: Students to develop an elevator pitch
	      Topic 2: Professional Communities
	      Activity: Students map their current and aspirational network
	      Topic 3: Task 1 Overview
	      Activity: Students will explore different video capturing tools for Task 1
	
	Week 4. Drop in assessment workshop session
	      Students bring their progress for Task 1 to class.

Module 2	**Developing a Professional identity and Brand**
	
	Week 5 Career Planning
	      Topic 1. Why plan you career plan?
	      Activity: Students will design a career plan template
	      Topic 2. Career Plan Strategies
	      Activity: Students will construct a career journey roadmap
	      Topic 3. Task 2 Overview
	
	Week 6 Professional Brand You
	      Topic 1. Know yourself to market yourself
	      Activity: Students to create a personal fact sheet
	      Topic 2. Branding the "Professional Self"
	      Activity: Students to develop a professional personal brand statement
	      Topic 3. The Interview
	      Activity: In groups students will conduct informal interviews

	Week 7 Professional Identity in the Digital Marketplace/Assessment 2 Overview Topic 1. A digital audit of you Activity: Students will conduct a critical analysis of their digital footprint. Topic 2: Your Digital Brand Portfolio Activity: Students to register and develop a professional personal website Topic 3: Professional Linkedin Activity: Students will create a Linkedin account **Week 8 Task 2 Drop in** Students bring their progress for Task 2 to class.
Module 3	**Planning for Your Future** **Week 9 Working for You** Topic 1. Selling your skills Activity: Students to identify skills they can freelance Topic 2. Your Business Activity: Students pitch a start-up business Topic 3. Managing You Activity: Students to create a self-management strategy **Week 10 The Future of Work and Professional Development** Topic 1. Emerging Trends and How They Impact Your World of Work Activity: Students to pick one of the emerging trends (e.g. automation/machine learning) and futurize how this will impact the World of Work Topic 2. Your Future (Education and Training) Activity: Students identify MOOCs and other forms of training to future proof themselves against disruptive trends Topic 3. Task 3 Overview **Week 11. Preparing for Graduation** Topic 1. What you should know before Graduation Activity: Students to analyse alumni videos and identify strategies they can undertake to prepare for Graduation Topic 2. Staying Connected Activity: Students to identify how they can leverage their connections at USC and remain connected with the university. Topic 3. Course Summary **Week 12. Task 3 Drop in** Students bring their progress for Task 3 to class.

Please note that the course activities may be subject to variation.

Mid Semester Break:
30th September 2019-6st October 2019 (Between Week 10 and Week 11)

Public Holidays
Queen's Birthday- Monday 7th October (Week11)