

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	PROFESSIONAL IDENTITY: PREPARING FOR WORK
<b>Unit ID:</b>	COOPC1021
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	079999

## Description of the Unit:

This introductory unit will equip students to commence managing their progression into and through their careers. The unit consists of three strands: planning ahead, knowing yourself, and preparing to join the workforce. Students will learn career development skills and strategies, and participate in activities, applicable to their university studies and future professional lives. By tailoring their academic learning, professional placements and extra-curricular endeavours to their career goals and the needs of industry, students will be empowered to make deliberate career-focused decisions and take full advantage of work integrated learning situations. A focus on self-awareness, self-efficacy, professionalism and workplace culture will support students to develop the expected behaviours for success in the workplace. Students will create a personalised career action plan to self-manage their careers and make informed career and life decisions. Each learning and assessment task will enable students to create and test career choices that will develop their interpersonal, communication, and networking skills.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

**Learning Outcomes:**
**Knowledge:**

- K1.** Complete and reflect on personality tests and career assessments to develop and enhance self-awareness, develop personal and career goals, and establish a personal brand.
- K2.** Cultivate job search skills and explore and utilise social media platforms to develop awareness of industries, professional opportunities and potential occupations.
- K3.** Interpret position descriptions and respond to the key selection criteria on employment applications, develop a resume, and compose cover letters.
- K4.** Recognise different types of interviews and develop interview skills.
- K5.** Develop strategies to mitigate the complex internal and external barriers that may arise when commencing work, and approaches to thrive in the workplace.
- K6.** Recognise workplace rights and responsibilities, including occupational health and safety, cross-cultural awareness, professionalism in the workplace, an ethical mindset and proficient workplace communication.

**Skills:**

- S1.** Apply career development theories to agency, self-development and self-management.
- S2.** Write employment applications and demonstrate interview skills
- S3.** Work collaboratively and interact respectfully with others to develop confidence in decision-making in complex workplace situations.
- S4.** Consider and reflect on career development and professionalism from multiple ethical, sustainable, cross-cultural and local and global perspectives.

**Application of knowledge and skills:**

- A1.** Apply career development knowledge to create a personalised career development plan.
- A2.** Apply conceptual and theoretical knowledge to create job application documents.
- A3.** Employ personal, organisational and strategic knowledge and concepts to practical work situations in the current area of study.

**Unit Content:**

## Planning ahead: Setting goals and planning your career

- Career planning and goal setting
- Think like an employer
- Growing and flourishing as a professional
- Personal care and self-management

## Knowing yourself: Personal development and agency

- Personality tests and career assessments
- Professional identity
- Professional visibility over social media platforms and the world wide web.

#### Preparing to join the workforce

- Interpersonal, communication, and networking skills for the workplace
- Writing and constructing a stand-out resume and cover letter
- Respectful communication and resolving conflict in the workplace
- Putting your best foot forward in an interview
- Professional ethics

### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	K1, K3, K4, K5, K6, S2, S3, S4, S5, S6, A3	AT1, AT2, AT3
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	K1, K3, K4, K5, K6, S1, S2, S3, S4, A3	AT1, AT2, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving.</li> </ul>	K1, K2, K3, K4, K5, K6, S1, S2, S3, S4, A1, A2, A3	AT1, AT2, AT3
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities.</li> </ul>	K1, K2, K5, S2, A1, A2, A3	AT1, AT2, AT3
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K1, K2, K4, K5, K6. S1, S2, S3, S4, A1, A3	AT1, AT2, AT3

### Learning Task and Assessment:

Note - Students complete a total of 3 assessment tasks. Students MUST complete assessment tasks 1 and 3 and

can choose whether to complete task 2a or 2b.

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K6, S1, S2, S3, S4, A1, A2, A3	Planning ahead: Career Action Plan, including a CV, derived from structured learning activities undertaken in the course.	Digital Career Action Plan	20-40%
K1, K4, K6, S1, S2, S4, A2, A3	Knowing yourself: Reflective piece outlining what students have learned about themselves and their career journey. Choose from a podcast, essay, poems, computer game creation, physical model, pre-recorded video or other medium by negotiation with lecturer.	Reflective Piece (written or recorded)	30-40%
K1, K2, K3, K5, K6, S1, S2, S4, A2, A3	Preparing to join the workforce: Reflection on learning and on the development of a revised curriculum vitae and cover letter targeted to a particular position in a chosen field.	Written reflection on learning and revised curriculum vitae and cover letter	30-40%

#### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)