

Course Outline (Higher Education)

School:	Federation Business School
Course Title:	PREPARING FOR PROFESSIONAL EXPERIENCE
Course ID:	BUGEN1525
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	080301

Description of the Course:

In this course, students will start to consider and plan for their future area of employment in their chosen field. Students will explore the notion that being a professional is not only about being competent and skilful, but also acting ethically. They also learn important professional skills in communication and working as part of a team. Students will be introduced to reflective writing and be asked to complete a reflective journal. Students will also learn about the workplace learning requirements of their specific course of study. On completion, students will have a broad and coherent understanding of what it means to be a professional and will start to take responsibility for the transition to becoming a professional in their chosen field.

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

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

On successful completion of the course, the students will be expected to be able to:

- Identify characteristics of a developing professional in an occupational community;
- Begin the process of developing a professional identity by participating in a broad array of occupational socialising experiences;
- Articulate a professional philosophy appropriate to the business discipline and or specialisation
- interrogate their professional suitability to employment in business;
- Begin the process of integrating their discipline, practical, interpersonal and reflective knowledge and skills in responding to authentic, contextual professional tasks;
- Demonstrate the ability to see the relevance of adopting ethical and principled practices and standards in a professional context;
- Examine the roles, responsibilities and operational requirements of participants in professional settings

Knowledge:

- K1.** Assess the impact of different historical perspectives in management and organisation studies
- K2.** Evaluate the changing characteristics of organisations and explain the causes of key contemporary developments in management
- K3.** Acknowledge the use of CSR by modern businesses
- K4.** Identify the increasing impact of technology, innovation and sustainability issues
- K5.** Locate appropriate services and resources that will help you with your career planning and placement search
- K6.** Examine the process of job acquisition, with specific regard to the various types of processes that might be involved in applying for placements and graduate level jobs

Skills:

- S1.** Identify the skills - discipline specific and transferable - that they should acquire by completing their degree articulate career options where a degree in their subject area is essential (where relevant), career options where a degree in their subject area is desirable, career options where a degree in their subject area would be useful
- S2.** Identify, critically reflect on, and provide examples of, own and others experiences that demonstrate personal and key skills and their relevance to placement or graduate employment
- S3.** Reflect on the different skills required for the workplace and identify how those skills may be acquired
- S4.** Evaluate career planning and management skills

Application of knowledge and skills:

- A1.** Develop and present an individual reflective journal
- A2.** Work positively and collaboratively in groups, managing any conflict arising
- A3.** Research and prepare a written or oral report to which everyone in their group contributes and then present it succinctly

Course Content:

Topics that may be covered include:

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- Introduction to Work Integrated Learning and professional learning
- History and evolution of occupations in Business related fields

- The regulatory environment and government policy on business
- Sustainability, Corporate Social Responsibility and Business
- Judgement and decision making
- Technology, creativity, enterprise and innovation
- The future of work in the post industrial age
- Challenges for future labour markets
- Challenges for society
- Social learning and volunteering
- Career Planning
- Career Management

Values:

- V1.** Value the important role work plays in the lives of people
- V2.** Appreciate the transferrable skills and knowledge people require for work now and in the future
- V3.** Consider and enable responsible responses to complex issues

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K3, S2	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K2, K4, S2, S4, A1, A3	AT1, AT2, AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2, K3, K4, S1, S2	AT1, AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K3, S2, A3	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2, K4, S3, S4	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
A1,K2,K3K4,K5,K6, S1,S2,S3,S4	Reflective Learning Journal	Individual writing	30-50%
K1,K2,K3,K4,K5,K6, S2,S3,S4, A2,A3	Group Research Task	Group work	20-40%
K2,K3,K5,K6, S1,S2,S3, S4, A3	Oral Presentation	Group or Individual	20-40%

Adopted Reference Style:

APA

Refer to the [library website](#) for more informationFed Cite - [referencing tool](#)