

Course Outline (Higher Education)

Institute / School:	Institute of Innovation, Science & Sustainability
Course Title:	PROFESSIONAL DEVELOPMENT
Course ID:	BUMGT6920
Credit Points:	15.00
Prerequisite(s):	(At least 180 credit points from program MN9 or ML9 or MK9 or MM9 or MM9.EL or MM9.HSM or MM9.IB or PQ9)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	089999

Description of the Course:

This course assists students with acquiring essential professional development skills and prepares students to function in leadership roles. It provides students with a practical and theoretical understanding about both personal and career development. This will prepare students for work or professional practice by integrating theoretical knowledge with practice. This course requires students to engage in independent self-directed learning. Students need to utilise knowledge from all prior courses of study and build on this knowledge through a logical and systematic approach. This will provide students with experience in tailoring their individual academic-based learning to address future skill needs in various industry sectors and to maintain knowledge currency in the future.

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

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Does Recognition of Prior Learning apply to this course? No

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"/>	<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 checked="" type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

On successful completion of the course the students are expected to be able to

Knowledge:

- K1.** Analyse how the environment and competitive forces impact on the knowledge and skill needs of various industries and/or individual organisations.
- K2.** Evaluate personal learning and personal development in a global business environment.
- K3.** Appraise the practical application of business theory, and theoretical business policy models, to the professional development of the individual.
- K4.** Utilise advanced research skills to provide innovative solutions to complex personal, and organisational, strategic requirements.
- K5.** Demonstrate an understanding of the interconnectivity of knowledge studied across the degree program, and apply that knowledge to address individual professional development requirements.

Skills:

- S1.** Analyse how the environment and competitive forces impact on the knowledge and skill needs of various industries and/or individual organisations.
- S2.** Develop higher level research and analytical skills to form recommendations for individual professional development.
- S3.** Demonstrate well-structured decision making processes.
- S4.** Identify the skills required to enable appropriate decision making that is inclusive of diverse cultures.
- S5.** Employ professional report writing skills.
- S6.** Develop reflective and critical thinking.

Application of knowledge and skills:

- A1.** Make connections between your academic and professional learning outcomes.
- A2.** Apply cross discipline knowledge acquired in the MBA to professional development issues.
- A3.** Apply critical reflection skills that enhance response to challenges and successes achieved in solving professional development issues within a diverse cultural context.
- A4.** Construct effective professional written communications to address future skills needs within industry and individual professional development strategies.
- A5.** Apply theory and ethical values to practice in a culturally diverse environment.

Course Content:

Topics may include:

Topics may include:

- Understanding the evolving nature of work and changing skills requirements in various industry sectors.

- Situational Analysis
- Reflective thinking & reflective writing.
- Self-motivation.
- Goal setting.
- Developing employability skills.
- Personal growth strategies.
- Relationships, networking & mentorship.
- Decision making and creative problem solving.
- Adaptability as a required skill.
- Maintaining knowledge currency

Graduate Attributes

The Federation University Federation 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. K2. K3. K4. K5 S1. S2. S3 S4. S5. S6 A1. A2. A3 A4. A5	AT1 AT2
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.	K1. K2. K3. K4. K5 S1. S2. S3 S4. S5. S6 A1. A2. A3 A4. A5	AT1 AT2
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.	K1. K2. K3. K4. K5 S1. S2. S3 S4. S5. S6 A1. A2. A3 A4. A5	AT1 AT2
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.	K1. K2. K3. K4. K5 S1. S2. S3 S4. S5. S6 A1. A2. A3 A4. A5	AT1 AT2
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.	K1. K2. K3. K4. K5 S1. S2. S3 S4. S5. S6 A1. A2. A3 A4. A5	AT1 AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
----------------------------	------------------	-----------------	-----------

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1,K2,K3,K4,K5,S3,S6,A3, A4,A5	Weekly reflective thinking activities that build both theoretical and practical awareness about environmental organisational issues, professional development approaches, and interconnectivity of knowledge acquired through this course of study.	Written task	10-30%
K1,K2,K3,K4,K5,S1,S2,S3, S4,S5,S6,A1,A2,A3,A4,A5	Major written task addressing all topic areas covered and interconnecting organisational requirements with professional development strategy.	Written task(s) and/or presentation	70-90%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)