



# MGMT20147 Professional Practice and Career Development

## Term 1 - 2022

Profile information current as at 14/12/2025 06:18 pm

All details in this unit profile for MGMT20147 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit supports you in your preparation for your professional life beyond graduation. You will learn about contemporary perspectives on professional practice, professionalism, and careers, and you will develop your understanding of how these concepts are related to your future career choices. You will develop awareness of the labour market, as well as the competencies required in the pursuit of various career options. Throughout this unit, you will rely on self-analysis and reflection to establish your own level of competence and personal development needs. Based on understanding the environment, career options, and your current situation, you will strategise for future career success by setting career goals, working towards them, and planning for continued success through lifelong learning and continuous professional development.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2022

- Brisbane
- Melbourne
- Online
- Sydney

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 25%

#### 2. **Reflective Practice Assignment**

Weighting: 25%

#### 3. **Portfolio**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Informal conversations with students; self-reflection

##### Feedback

Guest speakers were positively received by the cohort.

##### Recommendation

Continue to use the CQUni Careers Team and the School of Graduate Research as guest speakers, and seek to include further career-relevant guest speakers in future offerings.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Understand contemporary perspectives on careers, professionalism, and professional practice in your cognate field
2. Develop labour market awareness through critical review, analysis and interpretation of employment and industry conditions and trends
3. Apply self-awareness and reflective practice to critically assess your own competencies and identify competency gaps
4. Apply job search and career management strategies to set realistic career goals, acquire new competencies, and identify relevant opportunities for lifelong learning and continuous professional development.
5. Apply professional communication skills to effectively engage with various audiences in a career transition and progression context.

N/A

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



N/A  
Level



Introductory  
Level



Intermediate  
Level



Graduate  
Level



Professional  
Level



Advanced  
Level

### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks                         | Learning Outcomes |   |   |   |   |
|------------------------------------------|-------------------|---|---|---|---|
|                                          | 1                 | 2 | 3 | 4 | 5 |
| 1 - Written Assessment - 25%             | •                 | • |   |   |   |
| 2 - Reflective Practice Assignment - 25% |                   | • | • | • |   |
| 3 - Portfolio - 50%                      |                   |   | • | • | • |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes |   |   |   |   |
|---------------------|-------------------|---|---|---|---|
|                     | 1                 | 2 | 3 | 4 | 5 |
|                     |                   |   |   |   |   |

| Graduate Attributes                                | Learning Outcomes |   |   |   |   |
|----------------------------------------------------|-------------------|---|---|---|---|
|                                                    | 1                 | 2 | 3 | 4 | 5 |
| 1 - Knowledge                                      | ○                 | ○ | ○ | ○ |   |
| 2 - Communication                                  | ○                 |   | ○ | ○ | ○ |
| 3 - Cognitive, technical and creative skills       | ○                 | ○ | ○ | ○ |   |
| 4 - Research                                       | ○                 | ○ |   | ○ |   |
| 5 - Self-management                                |                   |   | ○ | ○ | ○ |
| 6 - Ethical and Professional Responsibility        |                   | ○ | ○ | ○ | ○ |
| 7 - Leadership                                     |                   |   | ○ | ○ |   |
| 8 - Aboriginal and Torres Strait Islander Cultures |                   |   |   |   |   |

## Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks                         | Graduate Attributes |   |   |   |   |   |   |   |
|------------------------------------------|---------------------|---|---|---|---|---|---|---|
|                                          | 1                   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 - Written Assessment - 25%             | ○                   | ○ | ○ | ○ |   |   |   |   |
| 2 - Reflective Practice Assignment - 25% | ○                   | ○ | ○ | ○ | ○ |   | ○ |   |
| 3 - Portfolio - 50%                      | ○                   | ○ | ○ | ○ | ○ | ○ | ○ |   |

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Stephanie Macht** Unit Coordinator  
[s.macht@cqu.edu.au](mailto:s.macht@cqu.edu.au)

## Schedule

### Week 1 - 07 Mar 2022

| Module/Topic                 | Chapter                                                                                                                                               | Events and Submissions/Topic                                                                                                                                                                                                                                       |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit and Assessment Overview | There is no prescribed reading this week. Please use this week to familiarise yourself with the Moodle contents, especially the assessment resources. | The lecture introduces the unit and the assessments. The workshop contains a range of interactive activities, which are aimed at enhancing your professional and career development skills. You also need those activities to build your portfolio (Assessment 3). |

### Week 2 - 14 Mar 2022

| Module/Topic                                                | Chapter                                                                                                                                                                                                                                          | Events and Submissions/Topic                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Profession, Career, Professional Body, and Related Concepts | Khurana, R., Nohria, N., & Penrice, D. (2005) 'Is business management a profession?', <i>Harvard Business School Working Knowledge</i> , available at: <a href="https://hbswk.hbs.edu/item/4650.html">https://hbswk.hbs.edu/item/4650.html</a> . | The lecture introduces the concepts related to professions, careers and professional bodies. The workshop contains a range of interactive activities, which are aimed at enhancing your professional and career development skills. You also need those activities to build your portfolio (Assessment 3). |

### Week 3 - 21 Mar 2022

| Module/Topic                                  | Chapter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Events and Submissions/Topic                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professionalism in the (Australian) workplace | Kaptein, M. (2019) 'Prescribing Outside-Work Behavior: Moral Approaches, Principles, and Guidelines', <i>Employee Responsibilities and Rights Journal</i> , 31(3), 165-185. DOI: <a href="https://doi.org/10.1007/s10672-019-09333-y">https://doi.org/10.1007/s10672-019-09333-y</a><br>Senapaty, S. & Bhuyan, N. (2014) 'Evaluating the profession and professionalism of business managers: control embedded in character', <i>Decision</i> , 41(3), 271-278. DOI: <a href="https://doi.org/10.1007/s40622-014-0051-3">https://doi.org/10.1007/s40622-014-0051-3</a> | The lecture focuses on the concept of professionalism in the workplace, specifically within the Australian context. The workshop contains a range of interactive activities, which are aimed at enhancing your professional and career development skills. You also need those activities to build your portfolio (Assessment 3). |

### Week 4 - 28 Mar 2022

| Module/Topic                | Chapter                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Events and Submissions/Topic                                                                                                                                                                                                                                              |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Contemporary Career Options | Li, C. S., Goering, D. D., Montanye, M. R., & Su, R. (2021) 'Understanding the career and job outcomes of contemporary career attitudes within the context of career environments: An integrative meta-analysis', <i>Journal of Organizational Behavior. FirstView Online</i> . DOI: 10.1002/job.2510.<br><br>Coetzee, M. & Schreuder, A. (2002) 'The relationship between career patterns and personality type', <i>SA Journal of Industrial Psychology</i> , 28(1), 53-59. | The lecture introduces various contemporary career options. The workshop contains a range of interactive activities, which are aimed at enhancing your professional and career development skills. You also need those activities to build your portfolio (Assessment 3). |

### Week 5 - 04 Apr 2022

| Module/Topic                      | Chapter                                                                                                                                                                                                                                                                                                                                        | Events and Submissions/Topic                                                                                                                                                                                                                                                                                                              |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Contemporary Labour Market Trends | Veloso, E.F.R., Trevisan, L.N., da Silva, R.C. & Dutra, J.S. (2018) 'The use of traditional and non-traditional career theories to understand the young's relationship with new technologies', <i>Revista de Gestão</i> , 25(4), 340-357. DOI: <a href="https://doi.org/10.1108/REG-12-2017-0008">https://doi.org/10.1108/REG-12-2017-0008</a> | The lecture introduces contemporary labour market trends. The workshop contains a range of interactive activities, which are aimed at enhancing your professional and career development skills. You also need those activities to build your portfolio (Assessment 3).<br><br><b>Essay Due:</b> Week 5 Friday (8 Apr 2022) 11:59 pm AEST |

#### Vacation Week - 11 Apr 2022

| Module/Topic          | Chapter                                                                               | Events and Submissions/Topic |
|-----------------------|---------------------------------------------------------------------------------------|------------------------------|
| No classes this week. | Please catch up on material you may have missed and continue to build your portfolio. |                              |

#### Week 6 - 18 Apr 2022

| Module/Topic          | Chapter                                                                                                                                                    | Events and Submissions/Topic                                                                                                                                                                                                                                                                                                                          |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Career Planning Tools | There is no prescribed reading this week – please, instead, familiarise yourself with the resources and tools on the <a href="#">CQU Careers website</a> . | There is a Guest Lecture this week. The lecture provides an overview of the career tools available to CQUniversity students and alumni. The workshop contains a range of interactive activities, which are aimed at enhancing your professional and career development skills. You also need those activities to build your portfolio (Assessment 3). |

#### Week 7 - 25 Apr 2022

| Module/Topic                           | Chapter                                                                                                                                                                                                                                     | Events and Submissions/Topic                                                                                                                                                                                                                                                                                     |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Career Development 1: The Current Self | Ball, B. (1997) 'Career management competences - the individual perspective', <i>Career Development International</i> , 2(2), 74-79. DOI: <a href="https://doi.org/10.1108/13620439710163653">https://doi.org/10.1108/13620439710163653</a> | The lecture focuses on the importance of self-awareness and self-reflection in career development. The workshop contains a range of interactive activities, which are aimed at enhancing your professional and career development skills. You also need those activities to build your portfolio (Assessment 3). |

#### Week 8 - 02 May 2022

| Module/Topic                          | Chapter                                                                                                                                                                                                                                                                                      | Events and Submissions/Topic                                                                                                                                                                                                                                                                                     |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Career Development 2: The Future Self | Duffy, R. D., & Dik, B. J. (2009) 'Beyond the self: External influences in the career development process', <i>The career development quarterly</i> , 58(1), 29-43. DOI: <a href="https://doi.org/10.1002/j.2161-0045.2009.tb00171.x">https://doi.org/10.1002/j.2161-0045.2009.tb00171.x</a> | The lecture focuses on career planning, continuous professional development and lifelong learning. The workshop contains a range of interactive activities, which are aimed at enhancing your professional and career development skills. You also need those activities to build your portfolio (Assessment 3). |

#### Week 9 - 09 May 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

## Job Search and Career Management Strategies

Islam, Z. U., Weng, Q. D., Ali, Z., Ghani, U., Kiani, A., & Naeem, R. M. (2020) 'Are job seekers predisposed to job search strategies?', *International Journal of Manpower*, 42(6), 984-1001. DOI: <https://doi.org/10.1108/IJM-09-2019-0417>

The lecture introduces job search and career management strategies in a contemporary context. The workshop contains a range of interactive activities, which are aimed at enhancing your professional and career development skills. You also need those activities to build your portfolio (Assessment 3).

**Reflective Report** Due: Week 9  
Friday (13 May 2022) 11:59 pm AEST

### Week 10 - 16 May 2022

| Module/Topic                         | Chapter                                                                                                                                                                                                                                                        | Events and Submissions/Topic                                                                                                                                                                                                                                                                                                      |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Personal Branding and Personal Image | Rangarajan, D., Gelb, B. D., & Vandaveer, A. (2017) 'Strategic personal branding—And how it pays off', <i>Business Horizons</i> , 60(5), 657-666. DOI: <a href="https://doi.org/10.1016/j.bushor.2017.05.009">https://doi.org/10.1016/j.bushor.2017.05.009</a> | The lecture introduces the importance of personal branding and personal image in the context of career development. The workshop contains a range of interactive activities, which are aimed at enhancing your professional and career development skills. You also need those activities to build your portfolio (Assessment 3). |

### Week 11 - 23 May 2022

| Module/Topic                | Chapter                                                                                                                                                                                                                                                                                                       | Events and Submissions/Topic                                                                                                                                                                                                                                                                                 |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Networking: On- and Offline | de Janasz, S. C. & Forret, M. L. (2008) 'Learning the art of networking: A critical skill for enhancing social capital and career success', <i>Journal of management education</i> , 32(5), 629-650. DOI: <a href="https://doi.org/10.1177%2F1052562907307637">https://doi.org/10.1177%2F1052562907307637</a> | The lecture introduces the importance of online and offline networking for career development. The workshop contains a range of interactive activities, which are aimed at enhancing your professional and career development skills. You also need those activities to build your portfolio (Assessment 3). |

### Week 12 - 30 May 2022

| Module/Topic       | Chapter                                                                                                                                                                                                                                                                                                                                         | Events and Submissions/Topic                                                                                                                                                                                                                                                         |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Career Transitions | Peake, S., & McDowall, A. (2012) 'Chaotic careers: A narrative analysis of career transition themes and outcomes using chaos theory as a guiding metaphor', <i>British Journal of Guidance &amp; Counselling</i> , 40(4), 395-410. DOI: <a href="https://doi.org/10.1080/03069885.2012.704350">https://doi.org/10.1080/03069885.2012.704350</a> | The lecture focuses on the process and concepts of career transitions. The workshop contains a range of interactive activities, which are aimed at enhancing your professional and career development skills. You also need those activities to build your portfolio (Assessment 3). |

**Career Development Portfolio**  
Due: Week 12 Friday (3 June 2022)  
11:59 pm AEST

## Assessment Tasks

### 1 Essay

#### Assessment Type

Written Assessment

#### Task Description

This is an individual, written assessment, in the form of an essay. You are required to research the academic literature and contemporary high-quality practitioner information about professionalism in your cognate area of study. You are then required to critically examine the material you identified and reflect on your own perspectives on professionalism and professional behaviour. You are then required to compare your own perspectives with the material you identified, and produce a written essay, which clearly answers the following question:

**What does professional behaviour mean to you?**

While this essay contains some reference to your own views, it is crucial to incorporate references to academic and practitioner material in the essay as a clear comparison between own perspective and the material you identified has to be made.

Note: Academic literature refers to peer-reviewed scholarly journal articles. High-quality practitioner information refers to material published by reliable practitioner and industry bodies, such as reports from professional associations, industry research reports, etc. Given that views on professionalism and professional behaviour change over time, it is important that contemporary perspectives from practitioner sources are included, i.e. no more than 5 years old.

All academic AND industry/professional sources, which you have used in the text of your essay, need to be referenced correctly in the text AND within a reference list at the end of the essay. You are required to use a MINIMUM of 5 suitable peer-reviewed scholarly journal articles, and a MINIMUM of 2 suitable high-quality practitioner resources.

The required length for this essay is 1,200 words (+/-10%), excluding diagrams, tables, and reference list. Tables and figures are optional and should only be used if relevant and clearly referred to in the body of the essay. You must use common font (e.g. Arial, Calibri, Times New Roman, etc.) with font size 11 or 12, as well as appropriate margins and spacing. A professional title page should be provided, but abstract, table of contents, and structured headings are not required.

### **Assessment Due Date**

Week 5 Friday (8 Apr 2022) 11:59 pm AEST

### **Return Date to Students**

Results and feedback will be available in Moodle approximately within 10 business days.

### **Weighting**

25%

### **Assessment Criteria**

As a Masters-level student, you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice", and demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning". Each unit in your Masters program has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF. In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications, and as a Masters student, demonstrate an ability to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research. This is an advanced level unit, and accrediting bodies are also looking for evidence of independent research, so the ability to conduct this project without continually relying on your tutors and lecturers is an important part of the learning process for this unit.

You should ensure that you understand the specific research that is required for each assessment piece and recognise that if you merely meet this minimum requirement, you will receive the minimum grade for demonstrated research. Your attention is drawn to the University's stated position on plagiarism. THE WORK OF OTHERS, WHICH IS INCLUDED IN THE ASSIGNMENT MUST BE ATTRIBUTED TO ITS SOURCE. A full list of references must be submitted as part of the assessment. Your assignment will be marked on the following criteria; detailed marking rubrics are available in Moodle:

- Demonstrate understanding of the concept of professional behaviour (25%)
- Demonstrate awareness of contemporary practitioner views of professional behaviour in the cognate area (25%)
- Ability to critically compare own views with academic and practitioner perspectives (25%)
- Quality and appropriateness of references, and accuracy of referencing (10%)
- Professional written communication (15%)

Late submission and academic misconduct penalties will be applied in accordance with the university policies.

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Word document to be submitted via Moodle.



## Learning Outcomes Assessed

- Understand contemporary perspectives on careers, professionalism, and professional practice in your cognate field
- Develop labour market awareness through critical review, analysis and interpretation of employment and industry conditions and trends

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research

# 2 Reflective Report

## Assessment Type

Reflective Practice Assignment

## Task Description

This is an individual, written assessment, in the form of a report. You are required to:

- Identify a role/job that you would like to get within 6-12 months after you have completed your Masters course.
- Use job search portals to identify two (2) current job adverts that correspond to the role/job you have identified. Please make sure you download/screenshot all details of the job adverts so you can attach them as appendices to your assignment.
- Identify the various requirements of the two jobs/roles you have identified, as outlined in the job adverts.
- Critically reflect on your own current competencies, including skills, knowledge, qualifications/licenses, attitudes, etc. To do so, you should identify specific examples of current behaviour relating to the assessment of your competencies – some diagnostic tools and checklists are available in Moodle to support you with this task.
- Compare your own current competencies to the requirements outlined in the job adverts – establish competency gaps.
- Develop a realistic action plan for filling the competency gaps you have identified.
- Prepare a report, which outlines the requirements of the job adverts, your reflection on current competencies, and identification of competency gaps. The report must conclude with a realistic action plan that outlines how you plan to fill the competency gaps between now and 6-12 months after your graduation.

The report must clearly demonstrate the reflection, not just the outcome thereof – this means specific reference to past behaviour must be made. You must present the job adverts you analysed in an appendix. If you choose to use specific diagnostic tools/checklists for self-reflection, you must also name them and present them in your appendix. Academic literature references are not required in this assessment, but can be used if you wish (e.g. when naming a specific author's diagnostic tool).

The required length for this report is 1,200 words (+/-10%), excluding preliminaries, diagrams, tables, appendices, and reference list. You must use common font (e.g. Arial, Calibri, Times New Roman, etc.) with font size 11 or 12, as well as appropriate margins and spacing. Preliminaries include: title page; executive summary; table of contents with numbered, hierarchical headings; and any other optional elements (e.g. table of figures, etc.) you wish to include to make your report more professional.

## Assessment Due Date

Week 9 Friday (13 May 2022) 11:59 pm AEST

## Return Date to Students

Results and feedback will be available in Moodle approximately within 10 business days.

## Weighting

25%

## Assessment Criteria

As a Masters-level student, you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice", and demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning". Each unit in your Masters program has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF. In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications, and as a Masters student, demonstrate an ability to research beyond this minimum standard through

additional texts, journals and studies that demonstrate an ability to engage in independent research. This is an advanced level unit, and accrediting bodies are also looking for evidence of independent research, so the ability to conduct this project without continually relying on your tutors and lecturers is an important part of the learning process for this unit.

You should ensure that you understand the specific research that is required for each assessment piece and recognise that if you merely meet this minimum requirement, you will receive the minimum grade for demonstrated research. Your attention is drawn to the University's stated position on plagiarism. **THE WORK OF OTHERS, WHICH IS INCLUDED IN THE ASSIGNMENT MUST BE ATTRIBUTED TO ITS SOURCE.** A full list of references must be submitted as part of the assessment. Your assignment will be marked on the following criteria; detailed marking rubrics are available in Moodle:

- Ability to analyse job adverts to identify current job requirements (10%)
- Ability to critically reflect on own current competencies (30%)
- Ability to identify competency gaps (20%)
- Ability to devise a realistic and specific action plan to address competency gaps (20%)
- Professional written communication (15%)
- Inclusion of reflective tools/checklists and job adverts as appendix (5%)

Late submission and academic misconduct penalties will be applied in accordance with the university policies.

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Word document to be submitted via Moodle.

### Learning Outcomes Assessed

- Develop labour market awareness through critical review, analysis and interpretation of employment and industry conditions and trends
- Apply self-awareness and reflective practice to critically assess your own competencies and identify competency gaps
- Apply job search and career management strategies to set realistic career goals, acquire new competencies, and identify relevant opportunities for lifelong learning and continuous professional development.

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Leadership

## 3 Career Development Portfolio

### Assessment Type

Portfolio

### Task Description

This is an individual assessment, which takes the form of a portfolio. Throughout the term, you will be exposed to various activities relating to professional practice and career development. These activities allow you to develop a range of artefacts (e.g. written or infographic resume, brief reflections, personal pitch video, cover letter, etc.), which you need to collate and compile into one single Word document (a template is available on Moodle). A list of acceptable artefacts is available in Moodle and you must ensure that TEN (10) of these are included in your portfolio - please note that some of the artifacts on the list are compulsory for all students, while the remaining artefacts are to be considered a pool, from which you need to choose artifacts relevant to you and your career aspirations.

At the end of term, you must produce an introductory reflection (1,000 words +/- 10%) that provides a synthesis of the portfolio contents and outlines their relevance to your career development. To achieve this, the reflection should start with a VERY BRIEF overview of your background, and short- to medium-term career aspirations; the majority of the reflection should focus on the synthesis.

The portfolio (including the introductory reflection) will be submitted at the end of term via Turnitin, but it is crucial you

compile the artefacts THROUGHOUT the term, not all at the end.

The portfolio can contain multimedia artefacts (e.g. YouTube links; screenshots of LinkedIn page; PowerPoint slide; etc.) but any documents you create yourself (e.g. reflective statements, resumes, cover letter) need to be provided in Word format within the portfolio – screenshots of these documents are not permissible. Please also note that access to any online artefacts (e.g. YouTube videos; LinkedIn page hyperlinks; etc.) is your responsibility – any broken links or inaccessible artefacts will not be able to attract marks. There is no word or page limit for the portfolio itself.

### **Assessment Due Date**

Week 12 Friday (3 June 2022) 11:59 pm AEST

### **Return Date to Students**

Results and feedback will be available in Moodle on certification day.

### **Weighting**

50%

### **Assessment Criteria**

As a Masters-level student, you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice", and demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning". Each unit in your Masters program has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF. In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications, and as a Masters student, demonstrate an ability to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research. This is an advanced level unit, and accrediting bodies are also looking for evidence of independent research, so the ability to conduct this project without continually relying on your tutors and lecturers is an important part of the learning process for this unit.

You should ensure that you understand the specific research that is required for each assessment piece and recognise that if you merely meet this minimum requirement, you will receive the minimum grade for demonstrated research. Your attention is drawn to the University's stated position on plagiarism. **THE WORK OF OTHERS, WHICH IS INCLUDED IN THE ASSIGNMENT MUST BE ATTRIBUTED TO ITS SOURCE.** A full list of references must be submitted as part of the assessment. Your assignment will be marked on the following criteria; detailed marking rubrics are available in Moodle:

- Ability to evidence reflective thinking in synthesis of portfolio artefacts (10%)
- Reflective synthesis clearly demonstrates relevance of included artefacts for the student's personal situation (15%)
- Ability to apply professional practice and career development skills demonstrated through accurate and complete artefacts (60% - 6% per artefact)
- Professional presentation of portfolio (15%)

Late submission and academic misconduct penalties will be applied in accordance with the university policies.

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Word document to be submitted via Moodle.

### **Learning Outcomes Assessed**

- Apply self-awareness and reflective practice to critically assess your own competencies and identify competency gaps
- Apply job search and career management strategies to set realistic career goals, acquire new competencies, and identify relevant opportunities for lifelong learning and continuous professional development.
- Apply professional communication skills to effectively engage with various audiences in a career transition and progression context.

### **Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### **What is a breach of academic integrity?**

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### **Why is academic integrity important?**

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### **Where can I get assistance?**

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### **What can you do to act with integrity?**

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem