



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1001QBT</b>
<b>Course Name:</b>	<b>Work and Employability</b>
<b>Trimester:</b>	<b>Trimester 1, 2021</b>
<b>Program:</b>	Diploma of Commerce
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Evelyn Anderson
<b>Document modified:</b>	February 2021

### Course Description

Work and Employability is a 10 Credit Point course within the Diploma of Commerce. The course is situated within the first semester of the program. The Diploma of Commerce is designed to provide students with a pathway to:

- further university studies in Commerce, Business and related degrees or
- direct employment.

This course introduces students to the world of work by providing them with an overview of issues relevant to the modern workplace. The course provides an overview of employment relations as well as the processes of personal career preparation and workplace negotiation.

### Assumed Knowledge

Nil

## 1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Evelyn Anderson	Evelyn.anderson@griffithcollege.edu.au

## 1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be found on the Moodle Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Explain and think critically about employment relations issues and problems
2. Analyse and apply knowledge of the role of employers, employees, unions and the state and how they are connected within the workplace relationship
3. Analyse the role of employees and the skills needed to enhance their employability
4. Appreciate the role of conflict and cooperation in the workplace, and how forms of conflict can be resolved at work.



## 2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning			✓	
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness				
Cultural competence and awareness in a culturally diverse environment				



## 3. Learning Resources

### 3.1 Required Learning Resources

Shaw, A., McPhail, R., & Ressa, S. (2017). *Employment Relations*. Cengage Learning Australia

The course textbook is available as a book or an ebook.

### 3.2 Recommended Learning Resources

A Journal of Economy and Society  
 Asian Business & Management  
 Asia Pacific Journal of Human Resources  
 Australian Journal of Labour Law  
 British Journal of Industrial Relations  
 Cambridge Journal of Economics  
 Economic and Labour Relations Review  
 Harvard Law Review  
 Human Resource Management Journal  
 Industrial and Labor Relations Review

Interdisciplinary Journal of Contemporary Research in Business  
International Employment Relations Review  
International Journal of Human Resource Management  
Journal of Business and Management  
Journal of Economic History  
Journal of Industrial Relations  
Journal of Management  
Journal of Management History  
Journal of Management Studies  
Labour & Industry  
Labour & Society  
Labour Studies Journal  
The International Journal of Human Resource  
Work Employment & Society

Other relevant data sources, news and videos, including  
Australian Bureau of Statistics  
Financial Times  
BBC News

### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

### 3.4 Other Information about your Learning

#### **Attendance**

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

#### **Preparation and Participation in Learning**

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### **Consultation Sessions**

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

#### **Course Learning Materials**

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

### **Self-Directed Learning**

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

### **Program Progression**

#### **Program Progression**

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].






### **Teacher and Course Evaluation**

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning Content, Learning Activities and Learning Experiences

### 4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning experiences 	Learning activities 	Evidence of learning 	Learning outcome 
<b>Module 1: The political economy of Employment Relations</b>					
<b>1</b>	<b>The changing nature of work and employment</b>  Chapter 2	<i>Videos on the future of work</i> <i>The driving forces of change</i>	Case studies and other in class activities		<b>1, 2, 3, 4</b>
<b>2</b>	<b>Employment Relations</b> Theoretical frameworks in employment relations Pluralism vs. unitarism  Chapter 1	Compare and contrast industrial relations with human resource management <i>Characteristics of employee relations</i>	Case studies and other in class activities		<b>1, 2, 3, 4</b>
<b>3</b>	<b>The role of the state in employment relations</b>  Chapter 3	The Fair Work Commission and the new approach Transitioning from pluralism to unitarism	Case studies and other in class activities		<b>1, 2, 3, 4</b>
<b>4</b>	<b>Employee representation and participation</b>  Chapter 4  <b>Bargaining for agreement</b>  chapter 7	The role of the union Types of industrial action and bargaining The decline of trade union membership The rise of direct employee voice	Case studies and other in class activities		<b>1, 2, 3, 4</b>
<b>5</b>	<b>Managers, employer strategy and employer representation</b>  Chapter 5	The separation of ownership from control The role of professional managers Workplace flexibility pros and cons Employer association and strategy	Case studies and other in class activities	<b>Exam</b>	<b>1, 2, 3, 4</b>
<b>Module 2: Prepare for Work</b>					
<b>6</b>	<b>Compile evidence of personal SKAs</b>	Critique examples of previous assessments Students to comment using criteria.	In class activities		<b>1 &amp; 3</b>
<b>7</b>	<b>Online Profiles</b>	Explore LinkedIn accounts (previous students) Students to set up their own LinkedIn account	In class activities		<b>1 &amp; 3</b>





<b>8</b>	<b>Job Research</b>	Search and find activity: Seek.com Critique examples of previous assessments. Students to comment using criteria.	In class activities		<b>1 &amp; 3</b>
<b>9</b>	<b>STAR Analysis</b>	Define the skills involved. Students to provide personal or workplace example using the STAR format Prepare final draft of portfolio for submission	In class activities	<b>Portfolio</b>	<b>1 &amp; 3</b>
	<b>Module 3: Workplace Negotiation</b>				
<b>10</b>	<b>Negotiation and conflict resolution</b>  Chapter 6	Distinguishing between interests and positions The role of power in negotiation	In class activities		<b>1, 2, 4</b>
<b>11</b>	<b>Negotiation Styles</b>  Chapter 6	Negotiation styles Negotiation outcomes Stages of negotiation	In class activities		<b>1, 2, 4</b>
<b>12</b>	<b>Assessment</b>	Teamwork to present negotiation	Negotiation Assessment - conducted in class	<b>Negotiation</b>	<b>1, 2, 4</b>





## 5. Evidence of Learning (Assessment Plan)

### 5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
<b>1</b>	Exam	40%	1	Week 5
<b>2</b>	Professional Portfolio	40%	2	Week 9
<b>3</b>	Negotiation	20%	3	Week 12

### 5.2 Evidence of Learning Task Detail

#### **Exam (40%)**

The exam may include a series of short answer and case based questions. Content learned between Weeks 1 – 5 will be assessed.

#### **Professional Portfolio (40%)**

Each student will develop a professional portfolio which will be used to prepare them to enter the workforce. The portfolio will include a number of required items and these will be discussed during class and posted on the portal. The portfolio will include a LinkedIn profile and a written reflective piece of work.

A requirement for submission of your Professional Portfolio is that it must be uploaded to Turnitin for checking of originality against sources (including web/database/other students assignments) by the due date of submission. Failing to submit to Turnitin will result in you receiving a Did Not Submit (DNS) mark for your assignment. Your tutor will discuss how Turnitin will be specifically used in your course. Turnitin Student User Guides are also available from the Griffith College portal.

#### **Negotiation (20%)**

Each negotiation will be between two small teams of students. You will be expected to participate as a member of a team in only one of several negotiations. You will be assessed on your knowledge of the case materials, the relevant theories how these concepts are applied in the negotiation and your observation of your opponents' strategy.

## 5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

## 5.4 Other Information about Evidence of Learning

### Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

### Requests for extension

To apply for an extension of time for an evidence of learning item, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - [Policy Library](#) - for guidelines regarding extensions and deferred assessment.

### Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks of evidence of learning items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

**Academic Integrity** Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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