



1. General Course Information

1.1 Course Details

Course Code:	1001QBT
Course Name:	Work and Employability
Trimester:	Trimester 3, 2021
Program:	Diploma of Commerce
Credit Points:	10
Course Coordinator:	Evelyn Anderson
Document modified:	September 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., & Ressia, S. (2018). *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.

Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the Academic Integrity online modules within the suite of Academic and Professional Studies courses.

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 your research findings. 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 Digital Campus. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course. In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who

occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

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

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 
Module 1: The political economy of Employment Relations					
1	The changing nature of work and employment Chapter 2	<i>Videos on the future of work</i> <i>The driving forces of change</i>	Case studies and other in class activities		1, 2, 3 & 4
2	Employment Relations 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		1, 2, 3 & 4
3	The role of the state in employment relations Chapter 3	The Fair Work Commission and the new approach Transitioning from pluralism to unitarism	Case studies and other in class activities		1, 2, 3 & 4
4	Employee representation and participation Chapter 4 Bargaining for agreement 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		1, 2, 3 & 4
5	Managers, employer strategy and employer representation 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	Exam	1, 2, 3 & 4
Module 2: Prepare for Work					
6	Compile evidence of personal SKAs	Critique examples of previous assessments Students to comment using criteria.	In class activities		1 & 3
7	Online Profiles	Explore LinkedIn accounts (previous students) Students to set up their own LinkedIn account	In class activities		1 & 3

8	Job Research	Search and find activity: Seek.com Critique examples of previous assessments. Students to comment using criteria.	In class activities		1 & 3
9	STAR Analysis	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	Portfolio	1 & 3
	Module 3: Workplace Negotiation				
10	Negotiation and conflict resolution Chapter 6	Distinguishing between interests and positions The role of power in negotiation	In class activities		1, 2 & 4
11	Negotiation Styles Chapter 6	Negotiation styles Negotiation outcomes Stages of negotiation	In class activities		1, 2 & 4
12	Assessment	Teamwork to present negotiation	Negotiation Assessment - conducted in class	Negotiation	1, 2 & 4



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Exam	40%	1, 2, 3 & 4	Week 5
2	Professional Portfolio	40%	1 & 3	Week 9
3	Negotiation	20%	1, 2 & 4	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 Sittings](#), [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 using the Document Search' feature with 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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