1. General Course Information

1.1 Course Details

Course Code:	**1001QBT**
Course Name:	**Work and Employability**
Trimester:	**Trimester 1, 2022**
Program:	Diploma of Commerce
Credit Points:	10
Course Coordinator:	Evelyn Anderson
Document modified:	February 2022

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 teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

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

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

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

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.

- Study Toolbox – there is a dedicated website for this course on the Griffith College Digital Campus.

- Academic Integrity - 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 Academic Integrity online modules within the Academic and Professional Studies course.

- 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

Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. 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 teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences 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.

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 the course site. 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 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 teacher. 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 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%, students are engaged in their learning 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning Content, Learning Experiences and Learning Activities

4.1. Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	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	Videos on the future of work The driving forces of change	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 Characteristics of employee relations	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

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

1. Evidence of Learning Task 1: Exam (40%)

Task Type: Examination
Due Date: Week 5
Weight: 40%, Marked out of: 40
Length: (if applicable)
Task Description: The exam may include a series of short answer and case-based questions. Content learned between Weeks 1 – 5 will be assessed.
Criteria and Marking: Students are assessed on content learned between Weeks 1-5.
Submission: Online exam

2. Evidence of Learning Task 2: Professional Portfolio (40%)

Task Type: Assignment – Portfolio
Due Date: Week 9
Weight: 40%, Marked out of: 40
Task Description: 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, these will be discussed during class and posted on the digital campus. 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.
Criteria and Marking: See your course site.
Submission: Turnitin via the course site.

3. Evidence of Learning Task 3: Negotiation (20%)

Task Type: Negotiation task
Due Date:
Weight: 20%, Marked out of: 20
Task Description: 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.
Criteria and Marking: See your course site.
Submission: Online

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks 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 task, 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 Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).

2. Students will be advised of their final grade through the Digital Campus. 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 tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

The sum of your marks of evidence of learning *tasks 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 Evidence of Learning Tasks-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 teachers 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 Evidence of Learning Tasks – 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 Evidence of Learning Tasks 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.

Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.