1. General Course Information

1.1 Course Details

Course Code:	**1004ITC**
Course Name:	**Professional Practice in Information Technology**
Trimester:	**Trimester 1, 2023**
Program:	Diploma of Information Technology
Credit Points:	10
Course Coordinator:	Dr Andrew Wixted
Document modified:	**9th February 2023**

Course Description

This course provides students with the opportunity to develop core professional skills required to complete their IT degree, gain practical experience and develop insights into the IT industry. The course guides students using several modes including: Problem-, Project- and Experiential-Based Learning. Students learn by undertaking a project using commercial methods and practices. The course provides basic techniques in the use of software tools for preparation of documentation needed for their project. Preparations for oral and written communications also form major components of the course.

The course also contains generic skills required for tertiary study of IT including ethics, sustainability and project management theory. The course is intended to equip students with the generic IT skills and professional responsibility to others that should be integral to their University studies and later professional practice.

Assumed Knowledge

An interest in the Information Technology industry.

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
Dr Andrew Wixted	andrew.wixted@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 laptop or tablet (mobile phones are not suitable). 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

Professional Practice in Information Technology is designed to assist the beginning student in developing the skills and knowledge areas common to all IT professional occupations, namely:

- Problem solving, abstraction, design
- Ethics and Professionalism
- Teamwork concepts and issues
- Interpersonal communication

(paraphrased from the ACS Core Body of Knowledge for ICT Professionals, Australian Computer Society Inc. 2015)

While developing these foundational skills and knowledge the course will help students situate themselves within the broader IT discipline by exploring the three knowledge areas (or streams) within the IT discipline: Information Systems, Networks and Security and Software Development. This will guide them in making informed decisions when they subsequently choose their major area of study.

The course aims to develop writing, research and teamwork skills through a number of ongoing practical exercises where the students develop projects, write CVs and Professional Development Plans and present reports. These exercises require the students to build understanding of the terminology, standards and core skills associated with professional IT practice.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Demonstrate knowledge of the core skills in the IT industry and how they affect employability.
2. Apply creativity, innovation, problem solving and analytical skills in an exemplar IT project.
3. Prepare professional IT documentation.
4. Apply basic project management skills and tools within a team project.
5. Demonstrate the application of one or more design or development processes.

2.3   Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities Policy](#)

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		✓
	Communication		✓
	Respect for Culture and Diversity		
Readiness for the Workplace	Problem Solving		✓
	Planning and Organisation		✓
	Creativity and Future Thinking		✓

3.   Learning Resources

3.1 Required Learning Resources

Nil.

3.2 Recommended Learning Resources

Students will be provided with readings via the Learning@Griffith College website throughout the semester, which can be accessed online or downloaded and printed by the students. In addition, students are strongly encouraged to access the following textbooks for further reading:

- Dowling, D., Carew, A., & Hadgraft, R., et.al. (2019) Engineering your future: an Australasian Guide, (4th ed.), Milton, Qld., John Wiley & Sons.
- Portny, S.E., (2017) Project Management All-in-One For Dummies, (5th Edn), John Wiley & Sons
- Fowler.J., Guddmundsson.A., Whicker.L (2011) groups work! A guide for working in groups, (2nd ed.). Palmer Higgs Books Online. **Note**: Copies of this text are available from the Griffith University library.

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 (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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 (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.
In addition, **Missed Class** learning material is provided in the course, providing support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (In Class, either in person or on Zoom) perhaps due to illness or other commitments. The Missed Class learning material should also be used in conjunction with Learning Content (Before Class) and Learning Activities (After Class) resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly Learning Content (Before Class) and completing the Learning Activities (After Class). 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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
	Module 1: Project Initiation (and Requirements Analysis)				
1	Course Introduction Introduction to IT Teaming	Notetaking & Discussion (for all weeks)	Developing Reflective Practice	Writing Skills #1	1, 4
2	Project Management	Demonstrations of Software Team Meetings with mentoring (TMM)	Team Meetings without mentoring (TM) Documentation Creation (DC)		1, 2, 3, 4
3	The Engineering Method	Critical Thinking, Problem Solving, TMM	Problem Solving, Analysing Requirements TM, DC	Writing Skills #2	2, 5
	Module 2: Project Planning				
4	IT Evolution IT Jobs & Job Market	Reviewing Resumes & CVs and Job market TMM	Creating CV Project Planning TM, DC	Project Concept Planning Due	2
5	Enabling Skills Technical Communications	Project Management Planning TMM	Risk Management Peer Evaluation TM, DC	Individual Project Presentations	2, 3
6	Agile Development	Scrum / Kanban scheduling TMM	Finalising project planning. TM, DC	CV & Analysis of Job Market (JCA)	2, 4, 5
	Module 3: Project Execution				
7	Problem Solving Information Skills	Decision Analysis, Brainstorming TMM	Evaluation of Alternatives, choosing 'best' options TM, DC	Project Management Planning Due	1, 2, 3
8	Design Processes Professional Development Planning	Requirements Tracing Professional Development TMM	Monitoring product development Peer Evaluation TM, DC	Individual Project Presentations	1, 2, 5

9	Systems	Analysis of existing systems TMM	Monitoring product development Peer Evaluation TM, DC	Individual Project Presentations	2, 5
Module 4: Project Closure					
10	Ethics & Professional Responsibility	Investigating ethical & unethical practice. TMM	Reflective Practice Root cause analysis. Synthesizing solutions TM, DC	Writing Skills #3	1, 2
11	IT and Sustainability	Investigating the use of IT in enhancing sustainability TMM	Developing closure report TM, DC	Professional Development Plan (& CV & JCA updates)	1, 2 ,3
12	IT Futures	Reflective Practice	Peer Evaluation TM, DC	Individual Project Presentations Complete Project & Project Management Plan	1, 2, 3

5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	In-class "Writing Skills" (3 x 5%)	15%	1, 2, 3, 4	Week 1, 3, 10
2	Individual Project Presentations (one quarter of class each presentation week)	10%	2, 3, 4, 5	5, 8, 9, 12
3	ePortfolio Professional Development Planning	25%	1, 3	6, 11
4	Project Reporting	50%	2, 3, 4, 5	4, 7, 12

5.2 Evidence of Learning Task Detail

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

1. Evidence of Learning Task 1: **Writing Skills (15%)**

Task Type: Writing skills incorporating problem solving & reflection
Due Date: Week 1 (5%) AND Week 3 (5%) AND Week 10 (5%)
Weight: 15%, Marked out of 15
Task Description: Three short in-class "writing exercises" are required for Writing Skills assessment. The three short writing exercises are worth 5% each for a total of 15% of the final trimester mark. Students will write using a specific given problem-solving methodology on a topic as detailed by the class teacher. The sequence of the three exercises will assist students in developing problem solving and Reflective Practice. This is an individual submission. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.
Criteria & Marking: See "Assessment" in "Writing Skills Resources" in course site.
Submission: Turnitin via the course site.

2. Evidence of Learning Task 2: Individual Presentation (10%)

Task Type: Presentation
Due Date: Week 5 OR Week 8 OR Week 9 OR Week 12
Weight: 10%, Marked out of 10
Task Description: The project (item 4 below) involves you working together with other students as a team. As your project progresses, you will be required to report to the class on your team progress using presentation software (eg. Powerpoint, Impress etc) to guide the audience through the presentation. A 1 to 2 page executive summary, at least 11 PowerPoint slides and a seven [7] to ten [10] minute talk will be required from each student for assessment worth 10% of the final trimester marks. A copy of the presentation and any handouts are to be presented to the tutor BEFORE the presentation begins. Each team member will have an opportunity to present in one of the four tutorial classes reserved for presentations. The schedule is to be coordinated by the team. This is an individual submission within the context of the group project. Please note that web applications such as

ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.
Criteria and Marking: See "Project Assessment" in "Project Resources" in course site.
Submission: In person or via video recording.

3. Evidence of Learning Task 3: **ePortfolio Professional Development Planning (25%)**

Task Type: Written documents including a research task
Due Date: Week 6 (15%) AND Week 11 (10%)
Weight: 25% marked out of 25
Task Description: This task consists of three separate items and two separate assessment submissions. The first submission involves completing a CV (5%), reflecting your current skills and abilities, and a research task producing a job-cluster skills summary analysis (10%). These assessment items are due in Week06. They will then be updated as the trimester progresses and will act as a base for the remaining PDP item. This is an individual submission worth 15%. The second PDP assessment submission is to complete a Professional Development Plan. This item is to provide the student with initial guidance, a path to follow through their academic and professional careers and use in future subjects. This is an individual submission worth 10%. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.
Criteria & Marking: See "Assessment" in "Professional Development Resources" in course site.
Submission: Turnitin via the course site.

4. Evidence of Learning Task 4: **Project Reporting (50%)**

Task Type: Project and Project Management individual and team written documents
Due Date: Weeks 4 AND Week 7 AND Week 12
Weight: 50% marked out of 50
Task Description: Design Project Reporting
The project is a team exercise with some individual assessment. All electronic project documentation, with the initial exclusion of some individual work, must be stored in the designated online team folder and most documentation will be created with online tools.
The Project will become a comprehensive professional written report, which will include a critique on the project product and the strengths of your project, as well as on your team dynamics and team and peer assessments. Peer assessments of individual contributions are also collected, and peer assessment factors are applied to determine an individual team member's Project results. The Design Projects must be available for inspection by your tutor upon request in Weeks 3-11. Details and specifications for the Project will be provided by your lecturer. A professional report that follows the layout of the supplied template is required. The use of a word processor is mandatory.
The Project is partitioned into 3 phases for assessment purposes including: Team Project Concept Planning and an individual analysis of project requirements (**due Week 4**), Draft Individual Alternate Solutions and Project Management Planning (**due Week 7**) and the final Project File which includes: The completed Project Management Plan, the Customer Deliverables and every project related individual and team document (**due week 12**). The sections will be submitted as a softcopy by Friday midnight in the week due.
This is both individual and group submission. Contribution to the teamwork assessed through peer assessment and individual project workbooks will affect final individual marks.
Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.
Criteria & Marking: See "Project Assessment" in "Project Resources" in course site.
Submission: Turnitin via the course site.

In order to pass this Course, students must:

A. demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.

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 calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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.

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