1. General Course Information

1.1 Course Details

Course Code:	1002CCJ
Course Name:	Developing Professionally 1
Trimester:	Trimester 2, 2024
Program:	Diploma of Criminology and Criminal Justice
Credit Points:	10
Course Coordinator:	Dr Linet Muthoni
Document modified:	1/05/2024

Course Description

Developing professionally 1 is a core course designed to assist students to self-reflect on themselves, envisage future career options as well as use this knowledge to develop a plan to best position themselves for employment after graduation. Throughout the course, students will articulate a vision of themselves and organisations of interest in the criminal justice system. Students will also gain a thorough understanding of who they are, their personal strengths and values and what this means professionally. Lastly, students will be introduced to a step-by-step process for career planning in which they will reflect on themselves, explore career possibilities, and make decisions and set goals as part of a personal development plan to clarify their career pathway and position themselves on the market for employment after graduation. This course takes students through their own personal journey for a professional purpose

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
Dr Linet Muthoni	Linet.muthoni@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

Throughout this course, students will a gain a thorough understanding of their values, their personal strengths, areas for improvement and what this means professionally. Students will also be able to articulate a vision of themselves and organisations of interest for employment. Lastly, students will be introduced to career planning during which they will set goals as part of a personal development plan to build on their personal strengths, develop additional skills and better position themselves on the market for employment after graduation.

2.2 Learning Outcomes

After successfully completing this course, you should be able to:

1. Articulate a vision of yourself in terms of ideology, values, purpose
2. Locate mission, vision or value statements of organisations within the criminology and criminal justice system, and evaluate their alignment with your personal ethos
3. Identify and reflect on personal values, skills, strengths and areas for improvement
4. Develop and articulate a comprehensive personal plan to best position yourself strategically for employment after graduation
5. Establish reflective processes to guide lifelong professional learning

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

No required learning resources.

3.2 Recommended Learning Resources

A range of recommended resources are published via MyStudy on the Griffith College Portal. Further information relating to these resources will be provided in class.

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 aboutsupport 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 LibraryDatabases.

- 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 byall 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 academicadvice 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 interviewpreparation, 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. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

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 – note that some programs do not offer Zoom links) 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 course Learning Content (Before Class) and completing the Learning   A ctivities (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].

International students enrolled in Language Development Modules (LDM100 / LDM200)

Successful completion of LDM100 and LDM200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.

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: Introduction and Vision Framework					
1	Introduction	Introduction, content and assessment Purpose of the course and expectations Why is it important to complete this course? What will this provide you?			1,2,5
2	Strategy	The concept of strategy in the context of career development			1,2,5
3	Vision	Core ideology, core values, core purpose and envisioned future			1,2,5
Module 2: Career Planning					
4	Careers in Criminology and Criminal Justice	Guest lecture on career options in criminology and criminal justice			1,2,5
5	Career Planning	Career planning and development. Self-reflection, self-evaluation, values, strengths, and areas for improvement		Written assignment: Vision of yourself and one organisation	3,5
6	Self – Testing	Self-testing and debriefing			3,5
Module 3: Strategic Professional Development Plan					

7	Strengths and Management	Playing to your strengths, managing yourself and introduction to Strategic Professional Development Plan (SPDP)			3,5
8	Starting Strategic Professional Development Plan (SPDP)	Managing energy Peer coaching approach SPDP review for assessment 3		Written assignment: Self-evaluation and self- reflection	3,4,5
9	Continuing SPDP	Learning to learn Productivity style Learning and mentoring. SPDP review and examples for assessment 3			3,4,5
10	Continuing SPDP	Progression of final assessment			3,4,5
11	Continuing SPDP	Compilation of SPDP Review of VIA character strengths dimensions			3,4,5
	Module 4: Review and Wrap-up				
12	Continuing SPDP	Compilation of SPDP Final revisions for assessment 3		Written assignment: Strategic Professional Development Plan	3,4,5

5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Vision of yourself and one organization	25%	1,2	5pm Friday Week 5
2	Self -Evaluation and Self - Reflection	25%	3,5	5pm Friday Week 8
3	Strategic Professional Development Plan	50%	3,4, 5	5 pm Friday Week 12

5.2 Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative and summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

1. Evidence of Learning Task 1: Vision of yourself and one organization

Task Type: Written Assignment.
Due Date: 5 pm Friday, Week 5
Weight: 25%, Marked out of:25
Task Description:

This assessment involves applying the Vision Framework (core values and core purpose) developed by Collins and Porras (1996) to your current situation and one organization of interest for a potential career in criminal justice.
Based on the concepts of core ideology covered in class (core values and core purpose), you will identify one organisation related to criminology and criminal justice and apply the Vision Framework to yourself as a current or future professional.

Criteria and Marking: Students are assessed on:
1. The student covers and integrates the theoretical concepts of core ideology, core values, core purpose and envisioned future for each step of the assessment, that is, the vision of the organisation and the vision of yourself
2. The student chooses a relevant organisation to explore in the assessment and develop a pertinent and clear vision of himself/ herself. Relevance and clarity are the two main elements considered for marking
3. The student discusses how and to which extent your Vision Framework is congruent with the Vision Framework for the organisation
4. The student neatly presents/writes up the assessment. What is the overall quality of the assessment (including clarity of writing, grammar, punctuation, spelling, APA style etc.)

Submission: Turnitin via the course site

2. Evidence of Learning Task 2: Self-evaluation and self-reflection (25%)

Task Type: Written Assignment; Assignment
Due Date: 5 pm Friday, Week 8
Weight: 25%, Marked out of: 25
Task Description:

Completion and reflection on self-tests results.

You will complete a series of self-tests provided to you to assist with self-reflection. Based on your interpretation of the results, you will write a summary to discuss the results of each self-test and then write a summary that best represents who you are based on all the self-tests.

Criteria and Marking: Students are assessed on:
1. The student completes each self-test provided in the instructions and attaches the results (only the results) obtained as an attachment (PDF and /or screenshots accepted)
2. The student identifies the most important dimensions emerging from the self-test and writes a summary about the findings. A summary must be written for each self-test
3. The student neatly presents/ writes up the assessment (overall quality of the assessment including clarity of writing, grammar, punctuation, spelling, APA style, following format instructions etc)

Submission: Turnitin via the course site

3. Evidence of Learning Task 3: Strategic Professional Development Plan (50%)

Task Type: Written Assignment
Due Date: 5 pm Friday, Week 12
Weight: 50%, Marked out of: 50
Task Description:

Based on what you have seen in this course (including previous assessments), develop a simple development plan that you will implement in the short term (next 6 months after completing this subject) to develop skills and best position yourself for employment after graduation. The plan has to be simple, clear, and focused to allow for the successful implementation and execution of your plan.

Criteria and Marking: Students are assessed on:
1. Identification/ selection of chosen areas and objectives of plan
    The student identifies relevant 3 personal areas to develop and objectives to achieve. The selection of areas/objectives will build on the content covered previously in other assessments (vision of yourself and self-tests). The objectives could be either designed to further build on strengths identified through self-tests and/or develop areas for improvement.

2. Execution of plan – Measures (actions and counter obstacles) relevance and feasibility
    The student provides a clear explanation on how each chosen area and objective will be achieved through actions and counter obstacles. The measures chosen are relevant, that is, focused on chosen areas/ objectives to build strengths identified through self-tests and/or develop areas for improvement. The measures are also feasible to ensure the objectives can be achieved over 6 months.

3. **Presentation of plan**
   The student neatly presents/writes up the assessment (i.e. overall quality of the assessment including clarity of writing, grammar, punctuation, spelling, APA style etc). As seen in class, the student also meets the requirements of including a word table format to present the plan (chosen areas, objectives, actions, obstacles and counter obstacles) and discussing the plan in-text.

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 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 guidanceto understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and whenyou 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 mayrequest 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 (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.