GRIFFITH COLLEGE

1. General Course Information

1.1 Course Details

Course Code:	1539QCA
Course Name:	Introduction to Creative Careers
Trimester:	Trimester 2
Program:	Diploma of Design
Credit Points:	10
Course Coordinator:	Skye Smith
Document modified:	22/05/2024

Course Description

This course will assist students to foster a sense of career direction, purpose and aspiration. It will raise awareness of possible career options and how to plan future studies to increase employability. Students will develop a positive and professional graduate identity by building a sense of proficiency, leadership, and resilience.

This course requires that you strive toward professional standards, and students are asked to work as emerging professionals. Students will complete the studio projects and engage with industry professionals and alumni as a responsible representative of the university. Peer review, feedback, and critical reflection are essential elements of professional learning in this course.

Assumed Knowledge

No Assumed knowledge.

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
Course Coordinator Skye Smith	Skye.Smith@griffithcollege.edu.au
Lecturer Daria Maeva	Daria.Maeva@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

This course aims to develop students awareness of creative careers and the relevant study pathways by developing an understanding of the skills and knowledge required in creative professional practice.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1 Demonstrate technical abilities commensurate with an emerging design professional.
2 Apply the results of research and self-reflection.
3 Identify the fundamental elements of a sustainable creative career.
4 Discuss creative careers and identities with industry professionals and alumni.
5 Articulate the professional requirements of a creative practitioner.
6 Plan and develop a career path that considers these professional requirements

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

Griffith Alumni Guide:
- Falla, Dominique. 2021. *Creative Career Guides*. Brisbane: Griffith University, Queensland College of Arts. https://issuu.com/creativecareers/docs/084_20_creative_careers_guide_v3

Griffith University. Bachelor of Design Program: Majors Explained
- Design Queensland College of Art. "Interaction Design Major Intro." Published September 2021. Vimeo. Video, 00:06:32. https://vimeo.com/597067729?embedded=true&source=vimeo_logo&owner=69749097
- Design Queensland College of Art. "Visual Communication." Published June 2020. Vimeo. Video, 00:15:05. https://vimeo.com/565440241?embedded=true&source=vimeo_logo&owner=69749097
- Design Queensland College of Art. "Interior and Spatial Design." Published August 2021. Vimeo. Video, 00:08:18. https://vimeo.com/586109274?embedded=true&source=vimeo_logo&owner=69749097
- Design Queensland College of Art. "Immersive Design." Published August 2017. Vimeo. Video, 00:04:43. https://vimeo.com/230082394?embedded=true&source=vimeo_logo&owner=69749097
- Design Queensland College of Art. "Product Design." Published September 2021. Vimeo. Video, 00:05:59. https://vimeo.com/614928141?embedded=true&source=vimeo_logo&owner=69749097

Documentaries from Kanopy:
- Bonhote, Ian, Director. "McQueen." Studio: Madman Entertainment. Published 2018. Video, 1:51. Kanopy. https://griffith.kanopy.com/product/mcqueen-0
- Checkerboard Film Foundation, Studio. "Diller Scofidio + Renfro: Re-Imagining Lincoln Centre and the High Line." Published 2012. Video, 00.54. Kanopy. https://www.kanopy.com/en/griffith/video/80254

- D'Avella, Matt, Director. "Minimalism: A Documentary About the Important Things." Studio: Video Project.Published 2016. Video, 1:18. Kanopy. https://www.kanopy.com/en/griffith/video/332666
- Espana, Elio, Director. "Bansky and The Rise of Outlaw Art." Published 2019. Studio: Vision Films. Video, 1:52. Kanopy. https://www.kanopy.com/en/griffith/video/6310493
- Hustwit, Gary, Director. "Workplace."Studio: First Film Corp. Published 2016. Video, 01:04:00. Kanopy. https://www.kanopy.com/en/griffith/video/11134232
- Hustwit, Gary, Director. "Objectified: Manufacture Objects and their Designers." Studio: Film First Corp. Published 2009. Video, 01:15:00. Kanopy. https://www.kanopy.com/en/griffith/video/2931959
- Stash Media, Studio. "Inspiration Series: The Edge of Design." Published 2018. Video, 00:00:29. Kanopy. https://griffith.kanopy.com/product/inspiration-series-edge-design
- Tucker, Lorna, Director. "Westwood: Punk, Icon, Activist." Studio: Madman Entertainment. Published 2018. Video, 01:20:00. Kanopy. https://griffith.kanopy.com/product/westwood-punk-icon-activist-0
- Brew, Kathy, and Roberto Guerra. "Design is One: Designers Lella & Massimo Vignelli." Sudio: East Village Entertainment. Published 2012. Video, 01:19:00. Kanopy. https://www.kanopy.com/en/griffith/video/1477646
- Jersey, Bill, and Jason Cohn. "Eames: The Architect & The Painter." Studio: Madman entertainment. Published 2012. Video, 01:19:00. Kanopy https://griffith.kanopy.com/product/eames-architect-painter
- Hustwit, Gary. "Rams." Studio: Film First Corp. Published 2018. Video, 01:13:00. Kanopy. https://griffith.kanopy.com/product/rams-3

3.2 Recommended Learning Resources

Pathways and Careers Resources:
Griffith University:
- Griffith University careers and Employment. "Griffith University Careers and Employment." Published May 21, 2021. Youtube video, 1:31. https://www.youtube.com/watch?v=jsZEIm_zYUQ
- Griffith University careers and Employment. "What is the Griffith Industry Mentoring Program." Published may 21, 2021. Youtube Video. 0:40. https://www.youtube.com/watch?v=wnxLvMvGINY
- Griffith University careers and Employment. "How to Apply to the Griffith Mentoring Program. Published may 21, 2021. Youtube Video. 1:12. https://youtu.be/adodggtmwgs
- Griffith University careers and Employment. "Welcome to Career Hub." Published may 21, 2021. Youtube Video. 0:57. https://youtu.be/oVP5vxcYer0
- Griffith University careers and Employment. "Griffith University Big Interview." Published may 21, 2021. Youtube Video. 1:30. https://youtu.be/399I7bUwlNk

Others:
- Eagan, Colin A. 2017. "UX vs. CX vs. XD? Analysing 17 Years of User Experience Job Titles." https://www.linkedin.com/pulse/ux-vs-cx-xd-analyzing-17-years-user-experience-job-titles-colin-eagan/
- Justinmind. 2020. "Navigation Design: Almost Everything you Need to Know." https://www.justinmind.com/blog/navigation-design-almost-everything-you-need-to-know/?utm_source=Justinmind+Master+List&utm_campaign=77188030e5-EMAIL_CAMPAIGN_2021_07_29&utm_medium=email&utm_term=0_caacb985d2-77188030e5-436119838
- Foyr. 2020. 10 Interior Design Career Paths to Become and Interior Designer. https://foyr.com/learn/10-career-paths-in-interior-design-to-consider/
- McHugh, Sarah. 2018. 15 Unexpected Career Paths of Graphic Designers. https://www.creativeboom.com/tips/15-unexpected-jobs-of-graphic-designers-/
- Marder, Jason. 2021. "How to Pick Your Design Career Path: A Guide to Modern Design Roles". https://webflow.com/blog/how-to-pick-your-design-career-path-a-guide-to-modern-design-roles
- New York Film Academy. 2015. "Game Design Jobs: Salary Expectations & career Path Glossary." https://www.nyfa.edu/student-resources/game-design-jobs-average-salary-career-path-glossary/
- Quintana, Melody. 2017. "How to Switch your Career to Product Design." How to switch your career to product design | by Melody Quintana | Dropbox Design | Medium https://medium.com/dropbox-design/how-to-switch-your-career-to-product-design-b5678f58d883

- Seward, K. 2018. "UX vs. XD." https://xdagency.com/ux-vs-xd/
- Doberman. "The Frontiers of Design". Directed by Marcus Storm. Published 2019. Vimeo Video. 36:41. https://vimeo.com/276885752/c1dad134d1?embedded=true&source=video_title&owner=67627218

Other recommended sources:
- Arata Academy. 2020. "Ikigai: Find your Purpose in 5 steps." Published February 3rd, 2020. Youtube Video, 00:09:03. https://www.youtube.com/watch?v=iPYvZoYSb9o
- Australian Industry and Skills Committee. 2021. "Arts, Culture, Entertainment and Design." https://nationalindustryinsights.aisc.net.au/industries/arts-culture-entertainment-and-design
- Stanford Life Design Lab. "Designing Your Career: The Informational Interview." Published September 30th, 2017. Youtube Video, 00:03:07. https://www.youtube.com/watch?v=m6Pa4ZB4mvQ
- Career Contessa. "3 Questions to Ask in an Informal Interview." Published September 20th, 2018. Youtube Video, 00:03:17. https://www.youtube.com/watch?v=Cr8n-VKFUwQ
- Commexis. "What's the Difference between Earned, Owned, and Paid Media." Published November 23rd, 2019. Youtube Video, 00:02:32. Https://www.youtube.com/watch?v=TyHA42zGLM0
- Evans, Dave, and Bill Burnett. 2016. *Designing your life.* Knopf
- Tim Ferriss. "How to Ask Better Questions." Published November 23rd, 2017. Youtube Video, 00:05:26. https://www.youtube.com/watch?v=ALMg-7-2trY

- Good, Paul. 2012. "Visual Frameworks and Models." https://www.slideshare.net/powlagua/visual-frameworks-and-models
- Dr. Harris, Russ. "Values vs Goals." Published August 19th, 2015. Youtube Video, 00:03:41. https://youtu.be/T-lRbuy4XtA
- HubSpot Marketing. "Why is a Website Important for your Business." Published May 20th, 2020. Youtube Video, 00:02:21. https://www.youtube.com/watch?v=NN7YEIlc-Oc
- Hughes, Kerrie. 2018. "How to Network Successfully: 19 Pro Tips." https://www.creativebloq.com/career/network-with-designers-712372
- Influencer Marketing Hub. "What is Personal Branding?" Published June 26th, 2020. Youtube Video, 00:05:10. https://www.youtube.com/watch?v=y22L-BAFuh0
- Latham, Gary P. and Edwin A. Locke. 2012. "Potential Pitfalls in Goal Setting and How to Avoid Them" In *New Developments in Goal Setting and Task Performance*, Edited by A. Locke, and Gary P, 567-580. New York: Routledge.https://ebookcentral-proquest-com.libraryproxy.griffith.edu.au/lib/griffith/reader.action?docID=1104793&ppg=592
- MindToolsVideos. "Five Rules of Goal Setting: How to set SMART Goals." Published December 22nd, 2014. Youtube Video. 00:02:39. https://www.youtube.com/watch?v=aVstw9HYI-o
- MindToolsVideos. "How to Carry Out a Personal SWOT Analysis." Published March 5th, 2014.Youtube Video, 00:02:20. https://www.youtube.com/watch?v=PBOtnyt7BP4
- MindToolsVideos. "Locke and Latham Goal Setting Theory." Published March 5th, 2014. Youtube Video, 00:01:50. "https://www.youtube.com/watch?v=dWOt2HyjCno
- MindToolsVideos. "How to Set Smart Goals." Published June 18th, 2018. Youtube Video, 00:02:45. https://www.youtube.com/watch?v=OXA6gfzFA24
- Mossery. "Discover Your Purpose in Life (Ikigai in 4 Steps)." Published April 24th, 2019. Youtube Video, 00:05:00. https://www.youtube.com/watch?v=PXAk-LaNmW8
- NTUCareersAD. "Skills Audit." Published January 11th, 2013. Youtube Video, 00:03:10. https://www.youtube.com/watch?v=v9TPOmbPDNI
- VIA Institute on Character. 2022. "VIA Character Survey." https://www.viacharacter.org/
- Neidiger, Midori. 2021. "20+ Flow Chart Templates, Design Tips, and Examples." https://venngage.com/blog/flow-chart-template/
- Oxford University. 2020. *The Australian student voice on the soft skills needed for the future and how universities can integrate these skills into their teaching.* Oxford University Press. https://www.oup.com.au/__data/assets/pdf_file/0024/172194/HE_Employability-Whitepaper_2020_DIGITAL_Singlepages.pdf
- Productivity Game. "Designing Your Life by Dave Evans and Bill Burnett: Core Message." Published June 15th, 2018. Youtube Video, 00:09:24. https://www.youtube.com/watch?v=ZuyGMVYzQyIhttps://www.youtube.com/watch?v=ZuyGMVYzQyI
- Su, Jeff. "Informational Interviews: Best Questions to Ask." Published October 14th, 2020. Youtube Video, 00:06:10. https://www.youtube.com/watch?v=4b2iagdHw8M
- Su, Jeff. 2020. "3 Advanced LinkedIn Tips for Young Professionals." Published Dember 1st, 2020. Youtube video, 00:06:35. https://www.youtube.com/watch?v=93exwIKifcw
- TED. "The Way we Work. The Secret to Giving Great Feedback." LeeAnn Renninger. Published January 2020. Ted talk, 00:04:49. https://www.ted.com/talks/leeann_renninger_the_secret_to_giving_great_feedback
- TED-Ed. "Networking for the networking averse." Lisa Green Chau. Ted Ed Video, 00:03:31. Networking for the networking averse - Lisa Green Chau | TED-Ed
- Truity. 2021. "Holland Code Career Test." https://www.truity.com/test/holland-code-career-test
- Tytler, Russell, Ruth Bridgstock, Peta White, Dineli Mather, Trevor McCandless, Michelle Grant-Iramu. *100 Jobs of the Future.* Deakin University/Ford Australia.   https://100jobsofthefuture.com/report/
- UC Davis Internship and Career Center. "Informational Interviews." Published April 22nd, 2020. Youtube Video, 00:03:18. https://www.youtube.com/watch?v=MutSnIFSW9Y

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 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 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 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.

 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
1	Watch Intro to the Course Video and Read the Course Outline.	**Determining Values:** Students will learn to define their personal, work and lifestyle values and to determine their Core Values. They will also identify and evaluate their basic aspirations and goals by asking questions and documenting the answers. These activities will form the basis for their Value Compass. This process will form the foundation for many of the research, planning and development activities in the coming weeks.	Develop the Value Compass by reflecting on the Week 01 class exercises, using any tools, media, or visual approach.		1, 2, 3, 4, 6
2	Watch *Eames* Documentary	**Personality and Personal Branding:** Students will investigate their character strengths and core personality traits. They will also begin to develop their Personal Brand through in-class exercises. This will form the basis of their Identity Diagram and many of the research, planning and development activities in the coming weeks.	Develop the Identity Diagram by reflecting on the Week 02 class exercises including survey questions and personal brand exercise. Determine character strengths and core personality traits to create the diagram.		1, 2, 3, 4, 6
3	Watch *Seldon Liberman's Monkey Monkey Shake Shake*	**Motivation and Mission:** Students will investigate motivation and how personal interests relate to careers by defining the factors most likely to be important in a career. They will develop an understanding of how Vision and Mission Statements are used to define how values relate to actions. These activities will inform the development of an authentic mood board that visualises their Personal Brand. By drawing on their Values, Identity, Personal Brand, and Vision and Mission statements, students will rapidly prototype a Mood Board.	Students will finalise their mid-point submission for Assignment 1 including the Moodboard. Using the feedback from weekly seminars, and by cross-referencing the readings, worksheets, and assignment brief, they will fine-tune their written and visual communications.	**Assignment 1:** Personal Identity and SWOT analysis: **Mid-Point due on Sunday**	1, 2, 3, 4, 5, 6

4	Watch: *Rams* Documentary	**Skills Audit:** Students will investigate skills. This includes the soft skills most highly sought after by employers, and the hard skills required in design disciplines. They will consider how these relate to their studies, to broader career pathways and how skills can be used or transferred from one discipline to another. Students will then conduct an audit to determine their preferences, strengths, and weaknesses.	Refine and finalise Skills Audit. Using the resources from the Week 4 seminar, the mind map, STAR table and action plan, students will compile the data into a visually communicative form using the design methods of their choice.		1, 2, 3, 4, 5, 6
5	Watch: *McQueen* Documentary	**SWOT Analysis:** Students will investigate their knowledge and the gaps that are inherent to the early knowledge acquisition phase. They will also identify their experiences and speculate on their future pathways to analyse their strengths, weaknesses, opportunities and threats using SWOT analysis. SWOT is a tool used to develop strategies towards making decisions about what one should and shouldn't be doing professionally and personally.	Refine SWOT Analysis using the resources from the Week 5 class, readings, workshops, and worksheets provided. Using design methods of choice, compile the SWOT, Value Compass and Identity Diagrams into a visually communicative form for the Assignment 2 submission, due in Week 6. Prepare for Critique & Feedback during the Week 06 class.		
6	Watch: *Inspiration Series:The Edge of Design* documentary	**Seminar Critique and Feedback** Students will present their work-in-progress on Assignment 2 to the class and tutors. This process will be an interactive activity where students will work in small groups to assess each other's work using the Assessment Rubric. Students will check their peer feedback, assess themselves against this feedback and the rubric criteria and raise questions and concerns with their tutor.	Finalise Assignment 1 using the feedback from the Week 6 seminar, and by cross-referencing the readings, worksheets and assignment brief, they will fine-tune their written and visual communications.	**Assignment 1: Personal Identity and SWOT analysis Final:** Critique **in class,** documentation due on **Sunday**	

7	Watch *Westwood* Documentary	**Identifying Careers** Students will examine creative careers and consider what excites them. By investigating 'The cultural and Creative Economies in Australia', how this relates to Design as a creative service, and how jobs in this sector are defined, students will build a bigger picture of Design as a career. Students will then begin defining the design discipline that interests them most by identifying specific examples of these through research into job profiles and design professionals. This process will inform their choice of Alumni/Mentor Interviewee.	Identify 3-5 five professional designers or creatives for the Alumni/Mentor Interviews. Using industry relevant terminology, write a draft report that determines what these professionals do, why they do it, how they do it, where, and for whom. Students will also state why each of these professionals is of particular interest to them.		2, 3, 4, 5, 6
8	Watch *Objectified* documentary	**The Alumni/Mentor interview:** Students will prepare for their Alumni/Mentor Interviews. By reflecting on potential creative careers, what excites them, and the designers that they identified in their Week 07 Identifying Interviewees Report, students will workshop a series of interview questions with their tutors and classmates. This process is essential to understanding how to formulate effective interview questions.	Revise the questions developed in the Week 8 class. Conduct Alumni/Mentor interviews, and transcribe.		
9	Watch *Banksy* Documentary	**Career Map Development**: Students will analyse the results from the interviews and workshop Career Maps. By reflecting on their draft reports from (Week 7) and their Alumni/ Mentor interviews and analysis (Week 8), students will visualise the draft Career Maps of each of the professionals they interviewed. Students will seek advice and feedback from fellow students and tutors.	Gestalt and Resolution: Students will finalise Assignment 3. Using the feedback from the Week 8 and 9 classes and cross referencing the readings, workshops and assignment brief, they will fine-tune their written and visual communications in preparation for the Week 10 – Career Map Show & Tell.		

10	Watch *Diller Scofidio + Renfro* documentary	**Part 1:** Career Maps Show & Tell **Part 2: Introduction to Assignment 3**. **Online Profiles & Networking:** Students will workshop their Online Profiles. By reflecting on their work to date: Values, Personal Branding, Motivation and Mission, Skills Audit, SWOT Analysis, Interviews and Career Maps, students will synthesise their learning and identify which online media platforms and strategies they will use to develop their own online personal and professional identities. Students also will determine where to start with their professional networking and will workshop their LinkedIn profiles.	Finalise Assignment 2 for submission. Create a Profile & Connect: Students will review their work to date: Values, Personal Branding, Motivation and Mission, Skills Audit, SWOT Analysis, Interviews and Career Maps. Students will synthesise these concepts into their LinkedIn profiles and connect to other students. Students will prepare a rough draft of their 5-year Plan on a timeline, ready to review and further develop in the workshop in the Week 11 Seminar.	Assignment 2: Career Maps: Show & Tell **due in class** + Maps **due Sunday**	
11	Watch *Workplace* documentary	**Determining Goals & Making Plans:** Students will workshop their Goals by reflecting on their work to date: Values, Personal Branding, Motivation and Mission, Skills Audit, SWOT Analysis, Interviews, Career Maps, and Online Profiles. In addition, students will develop a timeline for their 5-year Plan by identifying a study pathway for their second and third-year course work, including majors, electives, work-integrated learning activities and internships. Students will also speculate on their first steps towards finding employment after graduation.	Students will refine their Goals Presentation Using the feedback and resources from the weekly seminars, readings, workshops, worksheets, and work-in-progress, students will compile and synthesise their data and learning into a visually communicative form. Students will choose the design methods for this presentation.		
12		**Presentation skills:** Students will continue to work on Assignment 03 using the feedback from the Week 12 seminar, and by cross-referencing the readings, worksheets and assignment brief, they will fine-tune their aural and visual communications for their video.	Finalise and Submit Assignment 3	Assignment 3: Goals presentation due Sunday	

5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Assignment 1: Personal Identity and SWOT analysis	40% Total (Mid-Point 10%, Final 30%)	1, 2, 3, 4	Mid-Point: Week 3 Final: Week 6
2	Assignment 2: Career Maps	30%	1, 2, 3, 4, 5, 6	Week 10
3	Assignment 3: Goals Presentation	30%	1, 2, 3, 4, 5, 6	Week 12

5.2 Evidence of Learning Tasks 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: Personal Identity and SWOT analysis (40%)

Task Type: Assignment
Due Date: Mid-Point: Week 3, Sunday 21st July 11:59pm **Final:** Week 6, Sunday 11th August 11:59pm
Weight: 40% (Mid-Point 10%, Final 30%), Marked out of: 100
Duration: N/A
Task Description:
This Assignment has two main parts:

Part 1: Identity diagram
Create an identity diagram or conceptual self-portrait, using the design methods of your choice, which communicates your personality. Your portrait should communicate who you are, not necessarily what you look like. This portrait will be formed through specific tasks that will be workshopped in the Week 01, 02 and 03 classes:
• Week 1 Value compass - investigating your core values and aspirations.
• Week 2 Identity Diagram - investigating personal branding, character strengths and core personality traits.
• Week 3 Mood Board - investigating Vision and Mission Statements and visualising a Personal Brand.

Part 2: SWOT Analysis.
SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. Traditionally, a SWOT Analysis is a technique for assessing these four aspects of a business. For your personal SWOT Analysis you will complete an audit of your own Strengths, Weaknesses, Opportunities, and Threats. The SWOT Analysis will be formed through research, the design methods of your choice.
Specific tasks will be workshopped in the Week 04,05 and 06 classes:
- Week 4 Skills Audit - Students will use research, mind maps, STAR tables and action plans to determine the soft and hard skills required in design disciplines and that can be transferred from one discipline to another.
- Week 5 SWOT analysis - Students will investigate their knowledge gaps, experiences and speculate on their future pathways to analyse their strengths, weaknesses, opportunities, and threats using SWOT analysis.
- Week 6 Critique & Feedback- Students will present their work-in-progress and will document the feedback, assess themselves using the rubric criteria.

The **Mid-Point** submission is a **work in progress including tasks from week 1 to 3**.
The **Final Submission** is due at the end of Week 6 and **includes all tasks from week 1 to 6**, including the Feedback Sheets & Rubric from the Week 6 critique, along with a 300-word reflective statement.

Criteria and Marking: Students are assessed on:
Mid-Point:
Task completion: Are all tasks completed?
Evidence of research, planning, and development.

Final Submission:
Research, planning and development: Does the finished outcome show signs of research, planning and concept development and demonstrate and articulate Strengths, Weaknesses, Opportunities, and Threats (SWOT).
Creativity and Innovation: Does the finished outcome show signs of innovation, originality and/or creativity?
Technical Competences: Does the finished outcome demonstrate effective use of technologies and materials to produce and present information in a clear and concise document?
Gestalt and Resolution: Does the finished outcome demonstrate a high level of understanding of the brief as an organised whole, more than the sum of its parts, that resolves ideas through process and reflection?

Submission: PDF Documents submitted on Turnitin via the course site

2. Evidence of Learning Task 2: Career Maps (30%)

Task Type: Assignment
Due Date: Week 10: Show & Tell in Class, Documentation due Sunday 15th September 11:59pm
Weight: 30%, Marked out of: 100
Duration: N/A

Task Description: You will conduct research and identify possible career paths and interview 3 alumni, mentors or other creative professionals working in a chosen creative field. You will then design 3 career maps of the professionals you interviewed. You will present the findings of your research as Career Maps, using design methods of your choice, and in the form of a video slide show. This must include your own audio narrative voice-over. The submission for this assignment also will include your interview Transcripts excerpts, a self-assessment rubric, an appendix including weekly tasks, and a reflective written statement (max. 300 words). This assessment will be developed through specific tasks that will be workshopped in the Week 07, 08 and 08 classes:
• Week 7 Identifying Careers - Students will examine research into The Cultural and Creative Economies in Australia, a variety of job online profiles, and identifying design professionals.
• Week 8 The Alumni/Mentor interview - Students will prepare for their Alumni/Mentor Interviews by workshopping a series of interview questions with their tutors and classmates. They will conduct these interviews independently.
• Week 9 Career Map Development - Students will develop Career Maps of the professionals
• Week 10 Show & Tell of Career Maps, students will seek advice and feedback from fellow students and tutors for inclusion in their reflective reports.

Criteria and Marking: Students are assessed on Research planning and development - Does the finished outcome demonstrate and articulate interpretation of Career Mapping and analysis of a career path through research, planning and development?
Creativity and Innovation - Does the finished outcome show signs of innovation, originality and/or creativity?
Technical Competences - Does the finished outcome demonstrate effective use of technologies and materials to produce and present information in a clear and concise document?
Gestalt and Resolution - Does the finished outcome demonstrate a high level of understanding of the brief as an organised whole, more than the sum of its parts, and that resolves ideas through process and reflection?

Submission: PDF document and link to Youtube video submitted via Turnitin on the Course Site.

3. Evidence of Learning Task 3: Goals Presentation (30%)

Task Type: Assignment
Due Date: Week 12: Show & Tell in Class, Documentation due Sunday 29th September 11:59pm
Weight: 30%, Marked out of: 100
Duration: N/A

Task Description: Discuss the career path you have chosen for yourself and the steps you will take from here. The building blocks of your five-year plan should include things like folio-building, degree planning, internships, networking, travel, and so on. Your goals presentation will be a three-minute video where you present your five-year plan direct to the camera. You may use visual media, however, you must present yourself and use your expression, voice and appearance as communicative tools throughout. The submission will also include a self-assessment rubric, an appendix including weekly tasks, and a reflective written statement (max. 300 words). Specific tasks will be workshopped in the Week 10, 11 and 12 classes:
• Week 10 Online Profiles & Networking - Students will identify platforms they will use to develop their personal and professional identities and commence professional networking by connecting to other students.
• Week 11 Seminar Determining Goals & Making Plans - Students will workshop their Goals and develop a timeline for their 5-year Plan by identifying study pathways, and speculate on their steps towards finding

employment after graduation.
- Week 12 Preparing the Goals Presentation - Students will prepare their presentation and seek feedback from fellow students and tutors for inclusion in their reflective reports.

Criteria and Marking: Students are assessed on: Research, planning and development - Does the finished outcome demonstrate and articulate career goals and a potential career path through research, planning and development?
Creativity and Innovation - Does the finished outcome show signs of innovation, originality and/or creativity in its narrative construction and delivery?
Technical Competences - Does the finished outcome demonstrate effective use of technologies and materials to produce and present information in a clear and concise document?
Gestalt and Resolution - Does the finished outcome demonstrate a high level of understanding of the brief as an organised whole, more than the sum of its parts, and that resolves ideas through process and reflection?

Submission: PDF document and Youtube Video Link submitted on Turnitin via the course site.

In order to pass this Course, students must 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 afterthe 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 Extensionof 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 circumstancesand 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 disabilitieswhile 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.