

BUS306

World of Work: Your Pathway to Employment

School: School of Business and Creative Industries

2026 Trimester 2

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course is about you, your career, and your professional brand. Throughout this course you will plan your successful transition from university student to business professional in your chosen field. Your professional brand will be enhanced through a combination of activities which will develop a deeper understanding of your key skills and attributes as well as develop a digital portfolio which provides a foundation for your pathway to employment. After the completion of this course, you will be more career ready and better prepared for your future in the world of work.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Interactive online learning activities.	1hr	Week 1	11 times
Tutorial/Workshop 1 – Scheduled face to face workshops.	2hrs	Week 1	10 times
ONLINE			
Learning materials – Interactive online learning activities.	1hr	Week 1	11 times
Tutorial/Workshop 1 – Scheduled online workshops (Recorded).	2hrs	Week 1	10 times

1.3. Course Topics

Embarking on the Employability Journey
Your Career SITREP: Understanding Your Future Job Market
Market Intelligence: Exploring Your World of Work
Communicating Your Value to the Job Market by Building Your Brand
Your Professional Networking Persona and Social Capital
Your Digital Self and LinkedIn
Mastering the Job Interview
Business Enterprise Skills
Your Future World of Work
Human Capital and Decent Work
Personal Development as Foundation of Professional Success

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Association to Advance Collegiate Schools of Business
1 Recognise and reflect on own professional and personal strengths which align with desired career goals.	Knowledgeable Empowered Engaged	PC1.3, PC6, PC6.1
2 Identify the scope and variety of employment opportunities and career pathways available within chosen profession.	Creative and critical thinker Empowered	PC3, PC6, PC6.1
3 Critically and creatively, develop strategies for professional development and future employment.	Empowered Engaged	PC1.3, PC3, PC6
4 Demonstrate a developing level of effective self-management which determines career pathways based upon current program of study.	Knowledgeable Empowered Engaged	PC1, PC6, PC6.1

* Competencies by Professional Body

CODE	COMPETENCY
ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS	
PC1	Communication
PC1.3	Digital Literacy

CODE	COMPETENCY
PC3	Creative and Critical Thinking
PC6	Career-ready
PC6.1	Self-management

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Students receive formative feedback as part of the workshop activities. Many of the activities in Canvas and in the workshops are designed to guide students in the preparation of the assessment tasks.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Portfolio	Individual	50%	2,000 words	Week 8	Online Submission
All	2	Plan	Individual	50%	2,000 words	Week 12	Online Submission

All - Assessment Task 1: Professional Portfolio

GOAL:	To develop a digital professional portfolio that demonstrates your employability.		
PRODUCT:	Portfolio		
AUTHORSHIP STATEMENT:			
FORMAT:	This is an individual assessment submitted as a digital portfolio. The portfolio will include written components and selected artefacts that communicate your professional identity and preparation for employment. Detailed instructions will be provided in Canvas. This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Competency will be assessed: • PC1.3: Demonstrate digital literacy skills for communication and information sharing in a business context.		
CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge of digital communication tools/channels to present, share, and communicate in a business context	1
	2	Identification of digital tools/channels for specific business purposes and outcomes	2
	3	Communicate effectively using appropriate digital tools/channels	4
	4	Demonstrate appreciation of the importance of protecting online reputation and its management	3 4
	5	Capacity to develop and articulate informed arguments	2
	6	Referencing of sources of information used within the body of the document and in a reference list	2
GENERIC SKILLS:	Communication, Applying technologies, Information literacy		

All - Assessment Task 2: Future of the Field Career Plan

GOAL:	To consider your career direction and develop strategies that support long-term employability.		
PRODUCT:	Plan		
AUTHORSHIP STATEMENT:			
FORMAT:	This is an individual assessment submitted in report format. You will outline your aspired career direction, consider productivity trends in the context of SDG 8 (Decent Work and Economic Growth), and reflect on your readiness to enter your chosen career. Detailed instructions will be provided in Canvas. This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Competency will be assessed: • PC6.1: Career Ready: Demonstrate a capacity for responsible and adaptive self-management necessary for building a successful business career.		
CRITERIA:	No.		Learning Outcome assessed
	1	Identify career pathways based on current program of study	2
	2	Demonstrate awareness of future study and professional development options to develop your career	3
	3	Identify individual strengths and weaknesses in relation to particular careers	1
	4	Demonstrate reflective thinking for career decision making in a business context	4
	5	Referencing of sources of information used within the body of the document and in a reference list	3
	6	Evidence of critical thinking in the analysis, interpretation, and application, of SDG 8 [decent work]	4
GENERIC SKILLS:	Communication, Problem solving		

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

Eligibility for Supplementary Assessment Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)

