

Unit Outline

MSP100

Career Learning: Managing Your Career

Teaching Period: January Trimester (TJA) 2025

Unit coordinator: Dr Angela Leahy

Murdoch University: South Street

This guide should be used in conjunction with the [Handbook](#) as the official source of information about this unit.

Refer to [myMurdoch Learning](#) for on-going communication and your learning and assessment content.

You are advised to retain this document for your records.

Acknowledgement of Country

We acknowledge that Murdoch University is situated on the lands of the Whadjuk and Binjareb Noongar people. We pay our respects to their enduring and dynamic culture and the leadership of Noongar elders past and present. The *boodjar* (country) on which Murdoch University is located has, for thousands of years, been a place of learning. We at Murdoch University are proud to continue this long tradition.

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Contents

| | | |
|-------|--|----|
| 1 | Unit Details | 4 |
| 1.1 | Unit Overview | 4 |
| 1.2 | Learning Outcomes | 4 |
| 1.3 | Graduate attributes | 4 |
| 1.4 | Strategic themes | 4 |
| 1.5 | General guidance and requirements | 5 |
| 1.5.1 | Inclusivity Statement | 5 |
| 1.5.2 | In case of unforeseen disruption to learning and teaching | 5 |
| 1.5.3 | Where to get help for your learning success and wellbeing | 5 |
| 1.5.4 | Key dates and considerations for withdrawing from this unit | 5 |
| 1.5.5 | Where to find your class | 5 |
| 2 | Contact details | 6 |
| 2.1 | Unit coordinator | 6 |
| 2.2 | Teaching team | 6 |
| 3 | How to study this unit | 7 |
| 3.1 | Approach to learning | 7 |
| 3.1.1 | Learning approach underpinning unit | 7 |
| 3.1.2 | Unit changes in response to student feedback | 7 |
| 3.2 | Learning activities & requirements | 7 |
| 3.2.1 | Overall expectations | 7 |
| 3.2.2 | Learning activities and details | 7 |
| 3.3 | Expected time commitment | 8 |
| 4 | Unit Schedule | 9 |
| 5 | Assessments | 9 |
| 5.1 | Assessment summary | 10 |
| 5.2 | Assessment information | 10 |
| 5.2.1 | Assessment 1 - Career aspirations: Self-assessment and critical reflection | 11 |
| 5.2.2 | Assessment 2 - Career enhancement: Designed materials and reflection | 11 |
| 5.2.3 | Assessment 3 - Career management: Professional plan | 12 |
| 5.2.4 | Assessment 4 – Ongoing Participation | 13 |
| 5.3 | Academic integrity | 13 |
| 5.3.1 | Use of GenerativeAI | 14 |
| 5.3.2 | Text matching software (Turnitin) | 14 |
| 5.4 | Extensions and late submissions | 14 |
| 5.5 | Determination of the final grade | 15 |
| 6 | Learning resources | 15 |
| 6.1 | All learning resources | 16 |

| | | |
|-----|---|----|
| 6.2 | Essential learning resources | 16 |
| 7 | Academic Advice and Student Support | 17 |

1 Unit Details

Welcome to:

MSP100

Career Learning: Managing Your Career

1.1 Unit Overview

This unit assists students to clarify their career aspirations and goals and supports them in planning the development of skills they will need for future career success. Students will complete a series of six mini modules. Through the unit, students will undertake self-assessment activities, create a future career development plan, and learn to use tools that will help them to showcase their capabilities through an online career learning e-Portfolio.

1.2 Learning Outcomes

This unit enables you to demonstrate your achievement of the following unit learning outcomes.

Unit Learning Outcomes

1. Identify and apply key concepts and techniques relating to career planning and management;
2. Demonstrate effective communication skills in written work and oral presentations;
3. Demonstrate the relevance of digital identity and networking in the context of your future career;
4. Develop and mobilise a career plan.

1.3 Graduate attributes

This unit will contribute to the development of the following [Graduate Attributes](#):

- Communication
- Critical and creative thinking
- Independent and lifelong learning
- Global perspective
- Interdisciplinarity

1.4 Strategic themes

As an institution, the strategic themes of sustainability, equity, diversity & inclusion, and first nations guide and shape much of our activity.

1.5 General guidance and requirements

1.5.1 Inclusivity Statement

Murdoch University strives to be a place of belonging for all staff and students. We are committed to supporting and celebrating all community members including all abilities, ethnicities or religions, sexual or gender identities. Homophobia, transphobia, racism, and ablism are not tolerated.

For help and support, please see information and contacts in [Health & wellbeing](#) in myMurdoch.

1.5.2 In case of unforeseen disruption to learning and teaching

A university or campus wide disruption may occur due to natural, political, or other human crisis (e.g., COVID-19). Where it impacts our learning, teaching, and assessment plans, then we will communicate changes relevant to this unit via myMurdoch Learning. Also pay attention to student announcements and myMurdoch for university wide information.

For individual needs, consult with [Access and Inclusion](#) to see if an individual Access and Inclusion (MyAccess) plan is appropriate, or for specific assessment item adjustments, see your Unit Coordinator.

1.5.3 Where to get help for your learning success and wellbeing

Please refer to [Support & Advice](#) via [myMurdoch](#) for all the information you need for your studies.

This includes:

- [Student admin](#), [Exams](#), [Policies](#), [Key dates](#), [Complaints and appeals](#)
- [Learning and study](#) support, including information about Academic Integrity and Murdoch Academic Passport
- [Health and wellbeing](#) information, including Accessibility services, Medical and counselling services, Aboriginal and Torres Strait Islander support, and Sexuality and gender diversity support
 - Contact [Access and Inclusion](#) if you have a disability, Specific Learning Disorder or health condition (including mental health condition), are pregnant or breastfeeding or are caring for a person with a disability, **and** require support in accessing your studies.

1.5.4 Key dates and considerations for withdrawing from this unit

If you are considering withdrawing from this unit, see the [Withdrawing](#) page for general information and implications.

See the [Teaching Periods](#) page for implications of withdrawing at different times of the teaching period, including [Census Date](#), and search for the specific dates for your current teaching period.


1.5.5 Where to find your class

To find any location at Murdoch, use [Murdoch Maps](#).

2 Contact details

2.1 Unit coordinator

| | | |
|------------------------------|------------------------|-------------------|
| Name: | Dr Angela Leahy | |
| Preferred name and pronouns: | Angela | Pronouns: She/her |
| Discipline: | Teaching and Learning | |
| Campus: | Murdoch: South Street | |
| Email: | a.leahy@murdoch.edu.au | |



2.2 Teaching team

You will be notified who your local lecturer is at the beginning of the teaching period. Your lecturer will provide you with their contact details and they are your **main point of contact** regarding the unit and your learning experiences.

Please note: It is critical that you ensure the email address the University has for you is current and **that you check regularly**. While announcements and updates are posted on LMS, it is via your email address that lecturers will communicate with you and your feedback and grades for assessment will be released.

Use this space to record your lecturer's details for easy reference:

| | | |
|------------------------------|-------|-----------|
| Name: | | |
| Preferred name and pronouns: | Name: | Pronouns: |
| Role: | | |
| Campus: | | |
| Email: | | |
| Phone: | | |

3 How to study this unit

3.1 Approach to learning

3.1.1 Learning approach underpinning unit

Much of the work in this unit is also built around self-reflection and critical thinking. Give yourself time to think about the unit material and relate it to your life and aspirations for career development. Making a habit of engaging with mini lectures, readings and forums on a weekly basis will make the completion of your assessments easier and your work stronger and deeper.

You will be assigned to a Local Lecturer early in the teaching period, and this person will be your first point of contact regarding the unit learning experiences and classes. Your Local Lecturer will also assess and provide feedback on your work.

3.1.2 Unit changes in response to student feedback

As a consequence of feedback from students in previous offerings of this unit, the following changes have been made:

- The inclusion of a Unit Information Guide, made available on MyMurdoch Learning
- The inclusion of an 'Announcements' section on MyMurdoch Learning through which the Unit Coordinator can provide additional information and support to students, as need arises, throughout the study period
- Development of more concrete unit framework and support materials delivered via MyMurdoch Learning
- Greater clarity in organisation of online materials delivered via digital platforms
- Enhanced clarification on fixed assessment due dates
- Notifications of video content lengths
- Developed variety in reflective tasks to eliminate repetition.

3.2 Learning activities & requirements

3.2.1 Overall expectations

Through the modules of this unit you will:

- explore your career aspirations and goals;
- clarify your career aspirations through industry engagement; and
- learn how to drive your career and actively plan to develop the skills you need for future career success

Successful completion of this unit requires that you demonstrate progression in developing your career planning and professional identity. The final assessment both gauges skills development and mobilises a flexible career plan.

3.2.2 Learning activities and details

There is one 2-hour class per week for this unit for MSP100 and one 3-hour class per week for MSP1001; attendance each week is required.

Further details regarding attendance will be given to you by the Local Lecturer.

There is no textbook for this unit.

All unit materials are accessible via myMurdoch Learning, which then connects students to the appropriate online platform.

All unit readings will be posted to My Unit Readings on the unit's myMurdoch Learning.

Slide sets from the mini lectures will be made available to students *after* the workshop and can be found in the corresponding unit section on myMurdoch Learning.

Students are advised to ensure they **take notes during workshops** – for mini lectures and class tasks – as these become a personal resource that will help when working on assessment tasks and when reflecting on various aspects of career and skills development.

3.3 Expected time commitment

As this is a 3-credit point unit, we expect you to spend on average 10 hours per week for the total weeks of the teaching period working on this unit.

Please note that the way that average is spread across the teaching period is, to some degree, up to you. Keep an eye on the due dates for the assessments, and organise your time spent working in the unit accordingly.

4 Unit Schedule

See [myMurdoch Learning](#) for details of all learning activities and assessments. Go to [TeachingTimetables](#) or [myCalendar](#) to see your scheduled class times.

Timetable specifics subject to change. You will be notified of changes by the Teaching Team.

| Session | Date commencing | Topic | | Assessment due date |
|---------|-----------------|--|--------------------|------------------------------------|
| 1 | 6 Jan | Introduction / What is Work? | Participation | Ongoing throughout teaching period |
| 2 | 13 Jan | Are You 'Job Fit'? | | |
| 3 | 20 Jan | All That Glitters Is Not Grit | | |
| | | [Independent study week] | | |
| 4 | 3 Feb | AI, Globalisation and the Future of Work | Career Aspirations | Sunday 9 Feb, 11.59pm |
| 5 | 10 Feb | You vs Digital You | | |
| 6 | 17 Feb | Networking I: Who, What and Why? | | |
| 7 | 24 Feb | Networking II: Pitching Yourself | | |
| 8 | 3 Mar | Informational Interviews | Career Enhancement | Sunday 9 Mar, 11.59pm |
| 9 | 10 Mar | Set Goals Like an Olympian | | |
| 10 | 17 Mar | The Failure CV | | |
| 11 | 24 Mar | Self-Efficacy: What You Believe Matters | | |
| 12 | 31 Mar | So, What Have We Learned? | Career Management | Sunday 6 Apr, 11.59pm |

Kaplan provides class timetables to Singapore students.

5 Assessments

Assessment for this unit is conducted in accordance with the [Assessment Procedure](#) and [Student Assessment Support Procedure](#).

This unit is a University-wide breadth unit in the Murdoch Career Learning Spine, allowing credit to be granted for a range of learning experiences that contribute to the development of career readiness and employability in harmony with students' chosen degree focus.

Assessment tasks in the unit are focused on allowing students to reflect upon and articulate their career learning, and include a series of reflective tasks, self-auditing, and professional profile management, all leading to the development of an individualised and viable career plan for immediate implementation. For this reason, the unit does not meet the 30% Supervised Assessment requirement of the Assessment Policy.

Please give yourself enough time to complete the assessments before the due date as some of them are lengthy and require engagement with multiple experiences.

5.1 Assessment summary

| # | Assessment Name | Unit Learning Outcomes | Weight % | Individual or Group | Due Date and Time |
|---|--------------------|------------------------|----------|---------------------|------------------------------|
| 1 | Career aspirations | ULO1, ULO2 | 20 | Individual | Sunday 9 Feb, 11.59pm |
| 2 | Career enhancement | ULO2, ULO3 | 30 | Individual | Sunday 9 Mar, 11.59pm |
| 3 | Career management | ULO1, ULO2, ULO3, ULO4 | 35 | Individual | Sunday 6 Apr, 11.59pm |
| 4 | Participation | ULO1, ULO2, ULO3 | 15 | Individual | Ongoing |

IMPORTANT:

There are due dates for all assessments in this unit and an expectation that you will submit at the due date. Please contact your Local Lecturer if you are using a MyAccess plan. All students should contact their Local Lecturer immediately if they have a documentable reason for an extension – See section 5.4 for more details.

If you miss the due date and do not have an extension in place, the assessment will not be accepted and will receive a zero grade – see Section 5.4 for more details.

5.2 Assessment information

Submitting your work in this unit is the same for all assessments.

HOW TO SUBMIT

All assessments will be submitted online, via this unit's MyMurdoch Learning site. Email submissions cannot be accepted.

It is **your responsibility** to keep back-up copies of any documents, images or other content that you upload for assessment tasks.

The unit includes a moderation process to ensure reliable, just, and fair outcomes. It is your responsibility to check your feedback when your assessments are graded and to take action, if required by your Local Lecturer.

For Assessment 2, you are required to submit a 30-45 second video. Ideally, you will record and upload a video via the Murdoch University Echo360 app. Instructions for how to do this can be found in the Assessment 2 tab in MyMurdoch Learning. If you are unable to do this, contact your Local Lecturer about saving your video in the cloud (or hosted on YouTube). Do NOT upload your video to MyMurdoch Learning.

FURTHER DETAILS

See MyMurdoch Learning for further details, such as instructions, communication, resources, guides, exemplars and a descriptive rubric assessment tool.

Use of secondary sources

Students will be required to engage with secondary readings for assessments 1, 2, 3 and 4.

Please see My Unit Readings.

5.2.1 Assessment 1 - Career aspirations: Self-assessment and critical reflection

ASSESSMENT DESCRIPTION

1. Evidence their skill capability using the STAR method;
2. Compose a coherent critical reflection in which they consider and articulate their career aspirations and motivations;
3. Reflect on how future trends or ideas related to the concept of 'grit' will inform their career development.

Aligned unit learning outcomes: ULO1, ULO2

Length: 600-700 words

Due date: Sunday 9 February, 11.59pm.

This assessment has three parts and you must complete all three parts. Please submit a Word file. While this is not an essay, you should write Part 2 and Part 3 as separate coherent pieces of text with properly constructed sentences and paragraphing; and it should have a logical flow through the different points of discussion. Do not use bullet points. As it is reflective it is appropriate to use the word 'I'.

Part 1: STAR Example. Use the STAR method to describe a specific situation in which you demonstrated one of the following skills: teamwork, problem-solving, or communication. Make sure to clearly label each step with the STAR steps (Situation, Task, Action, Result). See the video "Techniques: STAR task" in Week 3 to understand how the STAR approach works. (150-200 words)

Part 2: Aspirational and Motivational Statement. Write out an aspirational statement with a developed motivational statement that draws on at least two of the three following: your passion/interest, your values, your attributes/skills and experience. Watch the mini lecture "Are You Job Fit?" and week 2 readings to understand aspirations and motivations. (150-200 words)

Part 3: Critical Reflection. Explain how concepts related to Grit will affect your personal career development, in particular ideas related to Self-Control, Growth Mindset, and/or Passion and Perseverance, which can be found on page 10/Table 8 of the Kannangara reading. Offer three specific changes or considerations will you make. Draw on the relevant lectures and readings from Week 3 to support your points. Do NOT use secondary sources from non-unit material. (300 words)

GUIDELINES FOR SUCCESS

An assessment rubric is available on the LMS/Assessment Portal.

[Use of Generative AI is not permitted in the MSP100 unit.](#)

5.2.2 Assessment 2 - Career enhancement: Designed materials and reflection

ASSESSMENT DESCRIPTION

Students will be required to:

1. Create a short video of a professional pitch;
2. Reflect on the value of networking and on current networks and future opportunities to network;
3. Reflect on the benefits and drawbacks of having a digital profile/presence.

Aligned unit learning outcomes: ULO2, ULO3

Length: 725-750 words total, plus video

Due date: Sunday 9 March, 11.59pm.

This assessment has three parts and you must complete all three parts. Please submit a Word file and upload a video or include a link to a video in the cloud. While this is not an essay, you should write Part 2 and Part 3 as separate coherent pieces of text with properly constructed sentences and paragraphing; and it should have a logical flow through the different points of discussion. Do not use bullet points. As it is reflective it is appropriate to use the word 'I'.

PART 1: Elevator Pitch Video and written reflection. Often in networking situations or in a cover letter, you have very limited time to make an impression. An elevator pitch succinctly encapsulates your aspiration and motivation in 30-45 seconds, giving the listener a starting point to understand who you are and what you're after. Record your 'Elevator Pitch' (30-45 seconds only) and then explain why you've pitched yourself the way you have. What values, qualities, attributes or experiences do you think were important to use and why? (75-100 words)

*TIP: look at your feedback from assessment 1, question 2 to hone your pitch.

PART 2: Reflection on Networking. Drawing directly on the reading by Chesebro and the lectures in weeks 7 and 8, discuss the value of networking, your current network (weak and strong links) and what specific strategies you can adopt going forward to increase your network. Make sure to offer a definition of weak and strong links to show you understand these concepts and use direct quotations from the reading to support your definition. Cite the Chesebro reading at least twice. Do NOT use sources from outside the unit, as these will NOT get you marks. (350 words)

*TIP: Watch the video Techniques: Relating + Citing/Using Secondary Materials in Week 7

PART 3: Reflection on Digital Profiles. Argue for or against the following statement: *Cybertvetting is a fair and reliable practice in the employment world for everyone*. Draw directly on one or both of the readings in Week 5 on cybertvetting and/or the lectures – using at least two direct quotes, with citations. Do NOT use sources from outside the unit, as these will NOT get you marks. (300 words)

GUIDELINES FOR SUCCESS

An assessment rubric is available on the LMS/Assessment Portal.

[Use of Generative AI is not permitted in the MSP100 unit.](#)

5.2.3 Assessment 3 - Career management: Professional plan

ASSESSMENT DESCRIPTION

Students will be required to:

1. Complete an informational interview with a person in their future industry or a relevant and useful professional;
2. Develop a career plan that can be mobilised now.

Aligned unit learning outcomes: ULO1, ULO2, ULO3, ULO4

Length: 1100-1300 words plus doing an Informational Interview; your questions do NOT contribute to the word count total.

Due date: Sunday 6 April, 11.59pm.

This assessment has two parts and you must complete both parts. Please submit a Word document.

Part 1: Informational Interview and reflection. Conduct an Informational Interview with a person in your future industry or a relevant and useful professional. Offer a detailed reflection on the interview that includes:

- the name of the person, their title and their company; If you cannot provide your interviewee's name, title, company and contact information, you MUST choose another person to interview. Please inform your interviewee that they may be contacted to verify the interview. Record the interview if possible.
- 3-4 key insights you gained and why they are important to you and your future career, including on how AI is or may affect the industry of your interviewee (300 words)

- a reflection on how you organised the interview, how you prepared and how it went – consider what you would do differently next time; (100 words)
- discuss how the interview has changed your view of your future career field and/or what adjustments you will make going forward because of it; (100 words)
- include a list of 10 open-ended questions you used in the interview, including at least two questions on AI (This does NOT contribute to the word count).

*NB – the relevant readings and mini lectures will help you plan and conduct your interview.

Part 2: Career Plan. Create a Career Plan that includes:

- a Professional Profile Statement, which is a polished and tight paragraph that articulates your aspirations and motivations. (60-80 words)
- a Self-Evaluation of Skills, with specific evidence to support 2-3 of these; (120 words)
- a Self-Evaluation of Skills to develop, with specific reasons why, related to your future career; (120 words)
- 3 SMART goals that address Presentation Skills, Communication, Time Management. (150-200 words)
- A consideration of how you might plan for the impact of AI in your career development. (100-150 words)
- Identify a specific networking activity that you can do in the next two years. This can be an organisation, club, individual, volunteer opportunity, event or unit that will help you gain information, knowledge and even experience. Provide specific details such as names and when you might do this and explain why it will help you. (100 words)

Your Career Plan should include your name at the top and headers for each section.

See the relevant mini lectures and readings for guidance. No references are required for this assessment.

GUIDELINES FOR SUCCESS

An assessment rubric is available on the LMS/Assessment Portal.

Use of Generative AI is not permitted in the MSP100 unit.

5.2.4 Assessment 4 – Ongoing Participation

Participation in classes is worth 15% of your final grade. Students must engage with at least ten (10) classes (or have a valid, documented reason for being absent, negotiated with their Local Lecturer).

Please note that turning up to classes and contributing nothing is attendance, not participation. Students must come to class prepared and participate in pair, group and/or class discussions and activities based on the unit materials and readings. They must be respectful to their classmates and Lecturer and ask relevant questions.

5.3 Academic integrity

Murdoch University expects students and staff to pursue the highest standards of integrity in all academic activity. Academic integrity involves behaving ethically and honestly in scholarship and relies on respect for others' ideas through proper acknowledgement and referencing of publications.

Academic misconduct is treated seriously and penalties may apply.

More information about academic integrity can be found at <https://goto.murdoch.edu.au/AcademicIntegrity>. To help you learn about academic integrity practices, all students are required to complete the [Murdoch Academic Passport \(MAP100\)](#). Please also note the [library citation guide](#).

5.3.1 Use of GenerativeAI

Overall in this unit, you must follow the expectations around the use of Generative Artificial Intelligence (GenAI).

AI Policy in this Unit:

We acknowledge that as students you will have access to sophisticated AI platforms, including and Murdoch University's AI tool Copilot, and ChatGPT, you may be curious to use these to aid your assessment work. While AI can be a useful tool to enhance your learning, please note that assessments have been designed to assess specific Career Learning skills and principles that AI cannot sufficiently address. It is our experience that students who rely on AI to complete assessments, rather than specifically addressing the learning objectives, materials, and marking guides associated with an assessment, do not perform well. It is vital that you develop independent professional skills, including professional writing. Please take responsibility for your learning and do not undermine your own learning process.

The following statements outline the expectations in this unit/assessment in relation to the use of Artificial Intelligence, such as ChatGPT, Copilot, or similar platforms or tools:

- I will not use Artificial Intelligence platforms or tools, recognising that this will be considered a form of academic misconduct, breaching Section 6 of Murdoch University's Student Academic Integrity Policy.
- I will not share assessment questions with any Artificial Intelligence platforms or tools or homework help websites, recognising that this will be considered an infringement of university intellectual property.
- I understand the rules of this assessment and will comply with these academic integrity requirements.

5.3.2 Text matching software (Turnitin)

Murdoch University makes use of text matching software to identify unoriginal, incorrectly referenced, or uncited text. All required assessments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assessments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism. You will be asked to agree to the Turnitin [End-User License Agreement](#) when submitting.

Your Unit Coordinator may apply other processes to verify that your submitted assessment is your own work.

5.4 Extensions and late submissions

This unit follows Murdoch policies and procedures, particularly the [Student Assessment Support Procedure](#) and [Assessment Procedure](#), with regards to assessment submission and extensions, supplementary and deferred assessment, and other expectations.

In this unit, extensions and late submissions follow these requirements:

- Assessments submitted **after the due date** without an approved extension will receive a ZERO grade (0%).
- Written applications to the Unit Coordinator PRIOR to the assessment due date, may be granted an **extension of up to five working days**. The application should include the reasons for the extension and a plan to prevent future late submissions.
- Written extension applications received AFTER the assessment due date may be considered by the Unit Coordinator and the five working days extension from the assessment due date applied.
- Assessment extensions beyond five working days may be granted by the Unit Coordinator based on evidence of exceptional circumstances beyond the student's control. Students will be notified of the outcome of an application for exceptional circumstances Assessment extension within five working days.

See the [Student Assessment Support Procedure](#) for all requirements, including exceptional circumstances

Students who feel that their disability, health condition or disability caring responsibilities may impact on their capacity to meet assessment submission are strongly advised to visit [Access and Inclusion](#) as early as possible to discuss potential needs and assistance.

5.5 Determination of the final grade

Refer to the [Grades Policy](#) for information about marks and grades.

Submission requirements

Students must attempt **all assessments** and receive an overall mark of 50% or above.

The Unit Coordinator retains final discretion regarding extensions for the submission of work and what constitutes an acceptable attempt at an assessment.

Grading conventions:

| Grade | Description |
|-------|------------------------|
| HD | High Distinction [80+] |
| D | Distinction [70-79] |
| C | Credit [60-69] |
| P | Pass [50-59] |
| N | Fail <50 |

6 Learning resources

Writing and language skills

A reasonable standard of English expression is expected for all work in this unit. It forms part of the basis on which grading of your assessment items is conducted.

Referencing of sources in assessment work

While the need to use sources external to the unit for any of your work may be infrequent, it is very important to indicate what these are if they contribute toward or are quoted or paraphrased in your submitted assessments. You must acknowledge the source.

Learning how to properly reference the use of materials that are not your own original work is an important part of the writing process at university. There are established systems that you should use to indicate to the reader the precise source of a quotation, significant idea, or other material used in your work.

For further information, please refer to 'Referencing' on the Library webpages at:

<http://www.murdoch.edu.au/library/help-support/support-for-students/referencing>

6.1 All learning resources

Your learning resources and any updates are provided through [myMurdoch Learning](#) (LMS).

Learning resources within the myMurdoch Learning online environment for this unit will be

1. integrated within the sections and learning activities and/or
2. through tools such as:
 - My Unit Readings
 - Teams
 - Echo360

6.2 Essential learning resources

These are the learning resources that you should use:

| Resource details | Resource type | Available |
|------------------|---------------|----------------------------------|
| Unit readings | Library | My Unit Readings |
| | | |

Other resources and further recommended resources are in our myMurdoch Learning.

Information and access to additional online support services can be sourced from myMurdoch at:

<https://www.murdoch.edu.au/mymurdoch/support-advice/learning-study>

7 Academic Advice and Student Support

Need guidance on study related issues?

Use this flowchart or seek direct assistance from Student Support Services or MyMurdochAdvice.

Who to contact if you have . . .

- Questions about unit content and structure
- General questions about completing assessments
- Concerns about another student or your learning needs
- Questions on marked assessments
- Positive and constructive feedback

➔ Local Lecturer

Who to contact if you have . . .

- Questions about unit content, assessments, attendance that your Local Lecturer has not been able to answer
- Questions on marked assessments
- Request a re-mark/review of a marked assessment
- Academic issues with your learning in this unit
- Positive and constructive feedback

➔ Unit Coordinator

Who to contact if you have . . .

- Academic issues that haven't been adequately addressed by the Unit Coordinator
- Academic issues relating to progression through the Career Learning Spine
- Positive and constructive feedback

➔ Spine Academic Chair

Who to contact if you have . . .

- Academic, assessment or other issues that haven't been adequately addressed by your academic chair or you aren't comfortable discussing with your Academic Chair.
- Formal request for re-mark/review in accordance with policy and procedure, where Unit Coordinator has not undertaken.
- Complaints or appeals relating to your studies that haven't been adequately addressed. Visit Complaints and Appeals for more advice.
- Positive and constructive feedback.

➔ Head of School

To further escalate an appeal or complaint, contact the Associate Dean Learning and Teaching and/or see Complaints and Appeals for formal appeals procedures.

STUDENT SUPPORT SERVICES: <https://goto.murdoch.edu.au/supportservices>

LEARNING AND STUDY SUPPORT: <https://goto.murdoch.edu.au/learningstudy>

MYMURDOCH ADVICE: <https://goto.murdoch.edu.au/mymurdochadvice>

COMPLAINTS AND APPEALS: <https://goto.murdoch.edu.au/ComplaintsAppeals>

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