



UNSW Course Outline

CDEV3000 Practice of Work - 2024

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General Course Information

Course Code : CDEV3000

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : DVC (Academic) Board of Studies

Academic Unit : DVC (Academic) Board of Studies

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course has been designed to enable students to integrate theory with the practice of work. Students will learn about professional practice and develop their personal capabilities for lifelong learning and work. The course centres on engaging with external partners (e.g. industry, community, government) by working on real-world projects, under the guidance of academic and

workplace supervisors. Academic supervisors aim to maximise the learning from these activities with specialised support.

The course is available to domestic and international students and can be undertaken as a General Education course.

Course Aims

1. To enable students to integrate theory with the practice of work through engagement with a partner organisation.
2. To enable students to apply disciplinary knowledge and skills to real-world projects and/or problems.
3. To afford students the opportunity to learn to operate in an interdisciplinary context and collaborative environment.
4. To build an environment where students can develop their abilities in independent, collaborative and reflective learning.
5. To enhance development of student professional and personal skills and attributes.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Integrate theory with professional practice through engagement with a partner organisation.
CLO2 : Apply knowledge, skills and capabilities developed through disciplinary studies to real-world projects, problems and situations.
CLO3 : Operate effectively in an interdisciplinary context.
CLO4 : Engage effectively in independent, collaborative and reflective learning.
CLO5 : Demonstrate development of professional skills including: communication, project management, self management, teamwork.
CLO6 : Demonstrate development of personal skills and attributes including those related to autonomous learning.

Course Learning Outcomes	Assessment Item
CLO1 : Integrate theory with professional practice through engagement with a partner organisation.	
CLO2 : Apply knowledge, skills and capabilities developed through disciplinary studies to real-world projects, problems and situations.	
CLO3 : Operate effectively in an interdisciplinary context.	
CLO4 : Engage effectively in independent, collaborative and reflective learning.	
CLO5 : Demonstrate development of professional skills including: communication, project management, self management, teamwork.	
CLO6 : Demonstrate development of personal skills and attributes including those related to autonomous learning.	

Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams

Learning and Teaching in this course

The pedagogy underpinning this course is based on the belief that learning is an active process requiring engagement and immersion.

Due to the dynamic nature of real-world project work this course is highly interactive and activity-based. It utilises innovative and varied hybrid learning, teaching, and assessment strategies designed to apply content to the design of the project delivery.

The course assumes the ability and willingness of students to actively engage in class and to take on an interdisciplinary approach.

There are four main aspects of this course:

- **preparation, academic knowledge and skill development** – getting ready for your project work through interactive workshops, subject matter expertise, readings, online resources, and activities;
- **team project** – with supervision/feedback by academic and partner organisation staff;
- **debriefing and reflective activities** – ongoing review and reflection to ensure progress, contextualised work, examination of assumptions, and project review; and
- **assessment** - to consolidate, deepen, and extend learning and understanding.

Research has consistently shown that experiential learning and ‘learning by doing’ is extremely effective. Research also shows that experience alone is not enough, and that it is *reflection, debriefing and discussion with others* that helps to make sense of experience and ensures that these learnings are accessible in the future. Understanding the ‘what and how’ of doing something is important, but it is even more important to know why you are doing something, and the values, beliefs, and assumptions that affect your decision making. This is why effective reflection is recognised as a significant and valued professional skill and this course will help you develop this capability.

Additional Course Information

The University provides a wide range of support services for students, including:

Moodle eLearning Support

For online help using Moodle, go to: <https://student.unsw.edu.au/moodle-support> For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

UNSW Academic Skills

<https://www.student.unsw.edu.au/skills>

Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

Library services and facilities for students

<https://www.library.unsw.edu.au/study/services-for->

IT Service Centre

<https://www.myit.unsw.edu.au>

Provides technical support to troubleshoot problems with logging into websites, downloading documents, etc. Office: UNSW Library Annexe (Ground floor).

Phone: 9385 1333.

UNSW Counselling and Psychological Services

<https://student.unsw.edu.au/wellbeing>

Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling.

Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418; Email:

counselling@unsw.edu.au

Equitable Learning Services

<https://student.unsw.edu.au/els>

Provides assistance to students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that are having an impact on their studies.

Phone: 02 8374 9201; Email: els@unsw.edu.au

WIL Central:

E: wil.central@unsw.edu.au T: + 61 (2) 9065 1112

After-hours emergency contacts:

[UNSW](#) T: + 61 (2) 9385 6666

Student Counselling Services:

[UNSW Counselling and Psychological Services \[CAPS\]](#) T: + 61 (2) 9385 5418

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
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Assessment Details

General Assessment Information

Assessment 1: Team Project Plan 20% individual mark

This is a team task, but students will be assessed individually. In their project team, students will give a 15-minute presentation on their Project Plan to the Partner and course academics **during class in Week 3**. This will provide the opportunity to receive early feedback from the Partner on the team's intended deliverable.

The Team Project Plan must include:

- project problem definition
- project aims and rationale
- project plan with indicative timeline
- expected outcomes
- expected deliverables
- risks and any other challenges
- the scope re-stated as a basis for developing solutions in the next phase

You will find additional information on this assessment task and the marking rubric in the assessment materials on Teams. In addition to partner oral feedback on the day students will receive written feedback on this assessment before completing Assessment Tasks Three and Four.

2. Final Presentation 25% (5% team mark + 20% individual mark)

During the final Week's workshop students will give a 15 minute presentation to the Partner and course academics on their project deliverables followed by a 10 minutes Q&A.

The presentation will include:

- project overview (e.g. context, rationale, aims, scope)
- findings, recommendations, and value proposition
- risks, limitations, and next steps

- any other relevant issues

Students will receive a team mark out of 5 for the overall synthesis and quality of their team presentation with an additional mark out of 20 for their individual presentation (25% weighing in total).

You will find additional information on this assessment task and the marking rubric in the assessment materials on Teams.

Assessment 3: Project Deliverable and Slide-deck Report 25% team mark

The Deliverable/Product should be presented in way that can be easily delivered directly to the Partner.

The Slide-deck Report is also delivered to the Partner. It is a digital, stand-alone presentation that is meant to be read and not presented by the sender. A slide deck contains more text and fewer images than a typical presentation but less text and more images than a written report. The Slide-deck Report should cover:

- Project Overview: context, rationale, aims, scope
- Summary of research/process
- Evidence based justification for your findings, recommendations and value proposition
- Any other information the partner needs to know

You will find additional information on this assessment task and the marking rubric in the assessment materials on Teams.

Assessment 4: Personal and Professional Learning 30% individual mark

To complete this individual task, students will have a choice between one of the following two options:

1. Critical Incident and Moment of Learning Task – students will choose an important incident or learning moment that occurred during their project work and reflect on what, and how, they learnt from this experience.
2. Reflection about Professional and Personal learning – students will write a structured report on their personal and professional development throughout the course including: personal and professional strengths and limitations, and what is required in the future to improve these capabilities.

Students will learn how to approach these assessment tasks during workshops. You will also find additional information on these different tasks and the marking in the assessment materials on Teams.

Grading Basis

Standard

Requirements to pass course

In order to pass this course, you must achieve an overall mark of at least 50%. Students must attend all classes or provide medical exemptions.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Seminar	Tuesday Matt 103, Seminar 2-4pm Thursday TET G15, Seminar 10am-12pm
Week 2 : 19 February - 25 February	Seminar	Tuesday Matt 103, Seminar 2-4pm Thursday TET G15, Seminar 10am-12pm
Week 3 : 26 February - 3 March	Seminar	Tuesday Matt 103, Seminar 2-4pm Thursday TET G15, Seminar 10am-12pm
	Assessment	Assessment 1: Project Plan, presentation delivered during class on Thursday, written assessment due 5pm on Teams.
Week 4 : 4 March - 10 March	Seminar	Tuesday Matt 103, Seminar 2-4pm Thursday TET G15, Seminar 10am-12pm
Week 5 : 11 March - 17 March	Seminar	Tuesday Matt 103, Seminar 2-4pm Thursday TET G15, Seminar 10am-12pm
Week 6 : 18 March - 24 March	Other	Reflection week
Week 7 : 25 March - 31 March	Seminar	Tuesday Matt 103, Seminar 2-4pm Thursday TET G15, Seminar 10am-12pm
Week 8 : 1 April - 7 April	Seminar	Tuesday Matt 103, Seminar 2-4pm Thursday TET G15, Seminar 10am-12pm
Week 9 : 8 April - 14 April	Seminar	Tuesday Matt 103, Seminar 2-4pm Thursday TET G15, Seminar 10am-12pm
Week 10 : 15 April - 21 April	Seminar	Tuesday Matt 103, Seminar 2-4pm Thursday TET G15, Seminar 10am-12pm
	Assessment	Assessment 2: Presentation delivered during class on Tuesday. Assessment 3: Project Deliverable and Slide-deck due Tuesday 5pm on Teams.
Week 11 : 22 April - 28 April	Homework	
Week 12 : 29 April - 5 May	Assessment	Assessment 4: Reflection due 5pm on Moodle.

Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

General Schedule Information

Workload: It is expected that students will complete 150 hours including:

- Project-related work (in and out of workshop hours)
- Readings and class preparation
- Assessment
- Follow-up activities as required

Course Resources

Recommended Resources

Assignment Submission Procedure

Online submission

All individual written assessments must be submitted electronically either on Teams or via Turnitin on Moodle. Individual assignments submitted electronically via Turnitin do not require cover sheets.

Ensure that your student ID number is in the top right-hand corner of each page for individual assignments and the team number plus student ID of all members is in the top right-hand corner of group assessments. Full information about how to prepare assignments for electronic submission can be found in the Turnitin Student Guide: <https://student.unsw.edu.au/turnitin>.

In the unlikely event that a problem should occur when submitting assignments online, students should send their assignment to their tutor and lecturer in charge before the deadline and re-submit using Turnitin as soon as the problem is rectified.

Referencing style

Harvard Referencing is required for all your assessments.

There is software available to you to make referencing easier:

1. Word has a built in referencing tool (<https://support.office.com/en-us/article/Create-a->)
2. As a UNSW student you also have free access to using and downloading Endnote on your computers: <https://www.myit.unsw.edu.au/software-students>

Word length

Word limits provide a guide so that you understand the expectations of your lecturers and tutors. Thus, the word limit plus or minus 10% of that limit is acceptable. If you submit a task that is too long, the marker will cease reading the submission once the word limit + 10% has been reached. So, for example if your word limit is 1000 words, the marker will cease reading at 1100 words.

Plagiarism

Students need to familiarise themselves with appropriate referencing standards as well as what constitutes plagiarism. If you are unsure, help is available here: <https://student.unsw.edu.au/plagiarism>. If you would like further assistance look at the [‘Working with Academic Integrity’](#) online module.

Instances of plagiarism will be referred for review and educative action as appropriate. Marks will be deducted for inappropriate referencing.

Use of Generative Artificial Intelligence (AI)

For our assignments, you may use generative artificial intelligence for simple editing assistance only.

Information on the use of generative AI can be found here: [Use of AI for assessments | UNSW Current Students](#)

Please note that your submissions may be passed through an AI-generated text detection tool. Students do not have access to the Generative AI report. If your marker has concerns that your answer contains passages of AI-generated text you may be asked to explain your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

AI use must be cited correctly using your citation system, check the UNSW guide here: [Referencing and acknowledging the use of artificial intelligence tools | UNSW Current Students](#)

Formatting requirements

Times New Roman, 12pt font and 1.5 line spacing is recommended.

Feedback

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances.

Special Consideration, Late Submission and Penalties

Late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after five days (120 hours) of the original deadline unless Special Consideration has been approved. An assignment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the 'wrong' assignment has been submitted.

Extensions to assessment deadlines will be granted only in exceptional circumstances, and where adequate supporting documentation can be provided. Requests must be made through the UNSW Special Consideration process. For details about this process, see: <https://student.unsw.edu.au/special-consideration>

Please note that work commitments **do not** constitute grounds for an extension.

Course Evaluation and Development

Each session feedback is sought from students and other stakeholders about this course and continual improvements are made based on this feedback. In this course, we will seek your feedback through end of session MyExperience responses. Your feedback is important to ensure the course is continually improved.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Facilitator	Michael Katz		Kensington		Appointments via email	Yes	Yes