Unit Outline

MGMT1003 (V.1) Strategic Career Design
Trimester 3A, 2025

Unit study package number:	MGMT1003
Mode of study:	Internal
Tuition pattern summary:	Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section. Lecture: 1 x 1 Hours Weekly Tutorial: 1 x 2 Hours Weekly This unit does not have a fieldwork component.
Credit value:	25
Pre-requisite units:	Nil
Co-requisite units:	Nil
Anti-requisite units:	MGMT1000 (v.0) Fundamentals of Management or any previous version AND MGMT1007 (v.0) MMK101 Strategic Career Design or any previous version
Result type:	Grade/Mark
Approved incidental fees:	Information about approved incidental fees can be obtained from our website. Visit https://www.curtin.edu.au/students/essentials/fees/understanding-your-fees for details.

Unit coordinator:	**Name:**	Dr Renee Ralph
	Phone:	Please email
	Email:	Please contact Singapore Deputy UC
	Location	Building: 402 - Room: 614
	Consult:	

Teaching Staff:	**Name:**	Singapore Deputy UC - Dr Tien Nguyen
	Phone:	Please email
	Email:	tien.nguyen@curtin.edu.au
	Location	Building: Curtin Singapore - Room: Please email

Administrative contact:	**Name:**	Curtin Singapore Assessments Team
	Phone:	6593 8008
	Email or Website:	Assessments@curtin.edu.sg
	Location	Building: Curtin Singapore - Room: 418B

Learning Management System:	Blackboard

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Acknowledgement of Country

Curtin University acknowledges Aboriginal and Torres Strait Islander people, the First Peoples of this place we call Australia, and recognise them for caring for Country for more than 60,000 years. We are honoured and grateful for the privilege to maintain campuses operating in Boorloo (Perth) and Karlkurla (Kalgoorlie) in Australia. We pay our respects to Elders past and present as Custodians and Owners of these lands. We recognise their deep knowledge and their cultural, spiritual and educational practices, and aspire to learn and teach in partnership with them. Curtin also acknowledges First Nations peoples connected with our global campuses. We are committed to working in partnership with all Custodians and Owners to strengthen and embed First Nations' voices and perspectives in our decision-making, now and into the future.

Syllabus

This unit develops students' awareness of the impact of global labour markets, changing social trends, and technological innovation on career opportunities and the future of work. Through the application of career theory and design thinking frameworks, students will examine and develop the critical employability skills required to create and sustain meaningful work across a broad range of industry sectors and cultural contexts. The unit demonstrates strategies for effective individual and organisational career management, incorporating theory and concepts on career choice, career change, organisational and entrepreneurial careers, and careers in the 'gig' economy. Global and industry trends will be explored with a specific focus on the implications for individual and organisational career management strategies and personal and professional branding in a digitised global economy.

Introduction

The aim of this unit is to introduce students to the impact of global labour markets, changing social trends, and technological innovation on career opportunities and choices in the future of work. Through the application of career construction theory and design thinking frameworks, students will examine and develop the critical employability skills required to create and sustain meaningful work across a broad range of industry sectors and cultural contexts. Students will explore a range of potential career trajectories utilising self-reflection and critical thinking skills - both key skill requirements in the future of work. Students will also be using a range of tools throughout the teaching period to ideate, consider and plan their own career journeys.

Most of your education has been focussed on what to think – not how to think. This unit flips that – it focusses on your thinking: who you are, your values, what you want from life and career and how you are going to get there. The unit is also about harnessing the key employability skills of change, adaptability, resilience, creativity and innovation – as it relates to what you want to achieve.

Unit Learning Outcomes

Curtin University's six Graduate Capabilities indicate to employers that graduates possess discipline knowledge and valuable skills. Each course unit addresses these capabilities through specific learning outcomes, which outline what students need to know and do to succeed. Assessments are designed to test these outcomes, ensuring that upon completion, students have met all learning objectives.

Your course has been designed so that on graduating you will have achieved all of Curtin's Graduate Capabilities through the assurance of the learning process in each unit.

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	On successful completion of this unit student can:	Graduate Capabilities addressed
1	Demonstrate understanding of global trends impacting contemporary labour markets and the future of work	☑ ⓘ
2	Demonstrate self-awareness of personal employability, identifying strengths and gaps to inform strategic and sustainable career development activities	⚲ ⓘ
3	Examine career theory, contexts and challenges as they relate to the future of work globally	☑ ⓘ
4	Critically evaluate contemporary technological, industry and organisational dynamics and relationships, and their impact on career opportunities and experiences	☑ ⓘ
5	Apply design thinking frameworks and contemporary career theory to create a customised, strategic career plan through the use of a career passport application	⚲ ⓘ

Curtin's Graduate Capabilities

☑	GC1: Apply knowledge, skills and capabilities	⚲	GC2: Innovative, creative and / or entrepreneurial	▣	GC3: Effective communicators with digital competence
🌐	GC4: Globally engaged and responsive	👥	GC5: Culturally competent to engage respectfully with local First Peoples and other diverse cultures	ⓘ	GC6: Industry-connected and career-capable

Find out more about Curtin's Graduate Capabilities.

Learning Activities

Lectures

This semester, we have a combination of face-to-face, live virtual and recorded lectures for you. The recordings will be made available in Blackboard in the 'iLectures' tab. This tab can be found on the gold coloured area, left hand side of the Blackboard menu for the unit. In order to understand the content of the unit and to not fall behind, it is strongly suggested you attend/watch the lecture prior to your workshop session. This ensures you go to class prepared and ready to build on the knowledge you gained from the online materials. It is recommended that you set aside 1 to 2 hours per week to prepare for your class.

Workshops

Each week you should attend a workshop: these are run face to face this coming teaching period. The objective of the workshop is to provide you with a strong theoretical and practical grounding of each topic. In workshops you will be engaged in individual and small group work with your tutor. These sessions are also an opportunity for you to ask for assistance in relation to any concepts or problems covered. There is a heavy emphasis on participation in the activities and tools set for each week - all of which are to be used in both

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your career plan and team assessment. <u>A proportion of the team assessment marks are also allocated to engagement in workshop activities to reduce the burden on you outside of university time.</u>

Please note: Many of the assessment requirements will be conducted in your workshops!

A significant amount of material will be covered in each workshop which will greatly improve your understanding. Consequently, it is imperative that you place a high priority on attendance at every workshop so as not to miss crucial information. The workshops contain a significant amount of 'hands-on' work and reflection. Information on assessment topics will be covered as well as check in points for these assessments. Your attendance is vital in order to obtain this important information.
<u>Details on how many marks are allocated for the team assessment in the weekly workshops are available in the 'Assessment' tab in BB.</u>

Consultation

Sometimes you may find that you have engaged with the lecture, read the relevant chapters in your text as well as the articles and case studies in the reading list and have been to your workshop and yet you still do not quite understand the content learnt that week. Do not think you are alone – if you are having trouble understanding something, you can guarantee that others are too. Rather than fall behind or worry about not understanding the content, please talk to your experienced tutor.
<u>Your tutors contact information is listed in pages 1 and 2 of the unit outline as well as in the Contacts tab on Blackboard.</u> In addition, check Blackboard for any unit announcements or updates.

Announcements

We will also make a number of announcements via Blackboard during the semester.

PLEASE READ EVERYTHING!

Learning Resources

Library Reading List

The Reading List for this unit can be accessed through Blackboard.

The text(s) for this unit are:

lnkson, Kerr, Nicky Dries and John Arnold. 2015. Understanding Careers. 2nd Edition. London: Sage Publications

Electronic: Yes   **Essential:** No   **Resource Type:** Book   **ISBN:** 9781446282922

Other Resources

<u>We have a number of readings/references to the following text, which you do not have to purchase</u>
 but would be handy to have:

- Burnett. Bill and Dave Evans. 2018. Designing Your Life. London: Penguin Random House. The
   book is available at most popular book outlets for about $20.

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In this unit you are also required to purchase a sketchpad and coloured pens/pencils.
Design thinking requires you to draw and reframe. It is also scientifically proven that drawing
activates the creative side of the brain. You will be using the sketchpad extensively in the workshops.

Reading List

As highlighted, there is a reading list link in your Blackboard site for the unit. This includes copies of
very useful reports we refer to throughout the semester. It also includes copies of useful and relevant
articles. You will find these readings useful for your assessments.

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Assessment

Assessment policy exemptions

There are no exemptions to the assessment policy

Assessment Schedule

	Task	Value %	Date Due	Unit Learning Outcome(s) Assessed	Late Assessments Accepted?	Assessment Extensions Considered? *
1	Career Plan	40 %	**Week:** 6 **Day:** Friday 5 Dec **Time:** 10pm AWST	1,2,3,4	Yes	Yes
2	Career Passport	30 %	**Week:** Continuous with completion by Week 11 **Day:** Friday 9 Jan **Time:** 10pm AWST	2,4,5	No	No
3	Team Assessment	30 %	**Week:** Continuous with Presentations Weeks 10 to 12 **Day:** During your allocated weekly workshop **Time:** During your allocated weekly workshop	1,2,3,4	No	No

*Please refer to the Late Assessment and the Assessment Extension sections below for specific details and conditions.

Detailed Information on assessment tasks

Career Plan

Career Plan (40%)
Length: 1800 words (Appendices and references are not included in the word count)
Format: Report

You will develop a career plan for yourself over the next three years which also includes a 'What if?' plan: circumstances change so you need to think about your alternative plan. The focus will be on your preparation for your graduate career journey at the end of your studies.

Career planning is not something that you do 'in the future' or 'after you have your degree', it is something you put into place now and reflect on and review regularly. Career planning should be an ongoing process of developing your career and reaching towards your aspirations and goals – short and long term.

The career plan that you develop now is not something that is set forever and cannot be changed; so it should be

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clear enough to provide a good sense of planning and practical pathway, but flexible enough to be able to be adapted as your circumstances and progress change. Remember your career is a journey – not an end destination.

In developing your plan, you should reflect back on your work in the workshops through the semester: the 'Your Compass' activity, your team skills inventory results; the Odyssey (My Futures) plan, inheritance factors as well as a number of the other workshop activities we encouraged you to engage with.

It is also important that you reflect back on your career passport activities and how they have helped you develop the necessary employability skills you will need upon graduation. The purpose of this assessment is to bring all the different elements of career aspirations, planning, management and skills development into the one space in an organised format that is practical, usable and adaptable.

This should be a living document that you will use and review throughout your course of study at Curtin. Organise the information within the document so that it makes sense to both you and your tutor. IT IS NOT AN ESSAY.

Further details are available in the Assessment 1 Career Plan area of Blackboard - please ensure you read the detailed task sheet for the career plan.

Career Passport

Career Passport (30%)
The following milestones should be followed to ensure you complete by the due date:

1. Employability tool - completed along with reflection by week 3.
2. Complete second module by week 8.
3. Complete third module by week 10.
4. Complete fourth module by week 11.

The above milestones are not due dates but recommended timeframes for completion. Time management is a criteria in the marks awarded for the career passport so leaving everything until the due date will result in a lower grade for this criterion. The employability survey compulsory module should be completed in the first three weeks as this guides the choice of voluntary modules.

Throughout the semester you have been asked to participate in the **'Career Passport Year 1'** via Curtin Challenge. The career passport is a way for students to document their work integrated learning (WIL) and employability skill development activities.

You have been asked to participate in and reflect on at least four different **'modules'** : activities and programs to enhance you own employability skills. **One is compulsory - the employability assessment in week one**, but the other three are voluntary. It is expected that the three other modules you select will be guided by the results of your employability tool profile results.

The employability tool cannot be accessed via Curtin Challenge - only through the link provided in the Week One Module. The link is also available from the Blackboard menu. The associated reflection piece is accessed via Curtin Challenge.

A list of the types of **modules** available and an introductory video is available in the Assessment 2 Career Passport area of blackboard. Further, a full overview of the Career Passport process will be provided in the workshops. In order for a module to be deemed completed, you are required to both complete the module and reflect upon it.

Modules without reflections will not be marked.

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Reflections need to be completed shortly after the module completion in order for them to be authentic and relevant. <u>Your use of time management skills is one of the areas you will be assessed on</u>. You should aim to write between **150 to 200 words for each reflection question** (300 to 400 words for each badge/activity completed) in order for it to be a comprehensive response to the questions. Your tutor will be checking your progress as well as evaluating your reflection and responses to the questions. <u>This is a developmental piece of assessment that you will be participating in throughout the entire semester.</u> The aim is for you to both build employability skills as well as to explore the range of services and programs available throughout the university.

It is up to you to check in and ensure you have completed the minimum of four required modules along with any reflection pieces and follow up questions. Further, many students complete extra modules to improve their employability upon graduation.

Further details along with a step-by-step guide are available in both the Assessment 2 Career Passport and Module 2 areas of Blackboard.

No extensions allowed for this assessment.

Team Assessment

Team Assessment (30%)
Due date: This is completed on an ongoing basis in your workshops with a final presentation in your workshop during weeks 10-12. However, the following milestones should be followed to ensure you complete by the due date:

1. Workshop Team work skills activities:

Team Assessment Item	When	Mark Allocation
Team Roles Inventory	Week 3	**Four marks:** 2 marks for participating in the workshop/2 marks for completing questions in Curtin Challenge Team Assessment pathway
Team Contract	Week 4	**Two marks:** 1 mark for participating in the workshop/1 mark for completing questions in Curtin Challenge Team Assessment pathway
Adaptability Exercise	Week 7	**Three marks:** 2 marks for participating in the workshop/ 1 mark for completing questions in Curtin Challenge Team Assessment pathway
Problem Solving Exercise	Week 8	**Three marks:** 2 marks for participating in the workshop/1 mark for completing questions in Curtin Challenge Team Assessment pathway

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Training Plan Development	Week 9	**Three marks:** 2 marks for participating in the workshop/1 mark for completing questions in Curtin Challenge Team Assessment pathway
Team Training Facilitations	Weeks 10 to 12	**10 marks** for each team member participating in/contributing to their allocated presentation. workshop. A **further 3 marks** are available (one mark per week) allocated to your individual audience member participation.
Team Reflections	Week 12 Friday 16 Jan 10PM AWST	**2 marks** for completing questions/contributing to each other in Curtin Challenge Team Assessment pathway

Team Presentation during your allocated workshop in Weeks 10 to 12.

This is a team based assessment which develops student team work skills. This assessment assists you in developing both core employability skills for the future of work as well as developing an understanding of the role you play in a team.

This involves both formative and summative elements to assist you in developing decisive team work skills which are integral to employability. There are two core elements to the assessment: teamwork development and craetion/demonstration of a training plan.

The formative piece of assessment means you will be developing your team work skills over the duration of the semester during workshops. **This assessment commences in week 3 in the workshop.** In order to obtain full marks participation in workshop activities will be necessary.

This assessment acknowledges the vital ideas that team skills can be learnt and are absolutely integral to employability.

Further details are available in the Assessment 3 Team Assessment area of Blackboard. No extensions allowed for this assessment.

Pass requirements

To pass this unit a student must have a cumulative result of 50% or more across all pieces of assessment. Failure in any one (or more) pieces of assessment does not mean you will fail the unit, but it does make it more difficult to pass.

All assessments are to be attempted. Failure to submit any item of assessment (or even an attempt) results in a 'Fail - incomplete' (F-IN) grade and means there can be no eligibility for a further assessment.

Assessment Moderation

Fair assessment through moderation

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Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessments are described in the Assessment and Student Progression Manual.

Pre-marking moderation

When: This is done in the period leading up to the assessment due date

What is done?

- Assessments tasks are reviewed by a co-examiner
- Assessment task details are given in the Unit Outline
- Marking guides or assessment rubrics are made available to students ("marking criteria")
- Markers collaborate to achieve consensus of the task and grading procedures to ensure your work will be fairly graded and is consistent with other students across all locations
- Any threats to assessment integrity and security will addressed as required.

Intra-marking / Post-marking moderation

Intra-Marking Moderation

When: This is done during the time of the grading process.

What is done?

- The Unit Coordinator is responsible for the management of marking/ grading, moderation, and submission of results and finalisation of grades.
- The Unit Coordinator meets with markers to ensure all markers have the same understanding of marking and feedback expectations.
- Marking guides/rubrics are used wherever possible to minimise variation across the marking team.

Post-Marking Moderation

When: This is done after completion of the grading process.

What is done?

- Grades are re-checked by 'Check Second marking' in which a random sample of student work is double-checked for consistency against marking criteria.
- For borderline grades (just above/below a pass mark), grades are double checked to ensure they are correct and consistent against marking criteria.
- Very high and very low grades are double checked to ensure they are correct and consistent against marking criteria.
- A sample of work may be moderated by markers outside of the teaching/marking team.
- The UC meets with the grading team to confirm the fairness and consistency of the marking process.

Late Assessment

Where the submission of a late assessment is permitted, late penalties will be consistently applied in this unit.

Where a late assessment **is** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. For assessment items submitted within the first 24 hours after the due date/time, students will be penalised by a deduction of 5% of the total marks allocated for the assessment task;
2. For each additional 24 hour period commenced an additional penalty of 10% of the total marks allocated for the assessment item will be deducted; and
3. Assessment items submitted more than 168 hours late (7 calendar days) will receive a mark of zero.

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Where late assessment **is NOT** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. All assessment items submitted after the due date/time will receive a mark of zero.

Assessment Extension

Where an application for an assessment extension **is** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. A student who is unable to complete an assessment item by/on the due date/time as a result of exceptional circumstances beyond the student's control, may apply for an assessment extension on the Assessment Extension Form and within the student OASIS (My Studies tab – Study Essentials) account.
2. Submit the application for an Assessment Extension with supporting documentation via the online form.
3. An application may be accepted up to five working days after the due date/time of the assessment item where the student is able to provide a verifiable explanation as to why they were not able to submit the application prior to the assessment due date/time.

Where an application for an assessment extension **is NOT** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. All assessment items submitted after the due date/time will be subject to late penalties or receive a mark of zero depending on the unit permitting late assessment submissions.

Deferred Assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Deferred examinations/tests will be held from 09/03/2026 to 13/03/2026. Notification to students will be made after the Board of Examiners' meeting via the Official Communications Channel (OCC) in OASIS.

Further Assessments

Further assessments, if granted by the Board of Examiners, will be held between 09/03/2026 to 13/03/2026. Notification to eligible students granted a further assessment will be made after the Board of Examiners meeting via the Official Communications Channel in OASIS.

It is the responsibility of the student to be available to complete the requirements of a further assessment. If your results show that you have been granted a further assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. Carers for people with disability may also be eligible for support. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin's facilities and services or other support as discussed with an advisor from AccessAbility Services.

Documentation is required from your treating Health Professional to confirm your health circumstances or carer responsibilities.

If you think you may be eligible for a CAP, please contact AccessAbility Services. If you already have a CAP, please provide it to the Unit Coordinator in week 1 of each study period.

Referencing style

The referencing style of this unit is Chicago 18th Author-Date.

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More information can be found on this style from the library web site

https://uniskills.library.curtin.edu.au/referencing/chicago18/introduction/

Privacy

Curtin's privacy statement describes how personal information is handled. Curtin may record or transmit your image or voice during learning activities or class participation, both on campus and internationally. Students may also record for study purposes but must not share these recordings publicly and must seek permission from those recorded. Recordings cannot be used for commercial purposes or shared beyond personal study. Breaching the privacy policy or procedures may lead to disciplinary action under Statute No 10. For privacy concerns, please contact your Unit Coordinator.

Copyright

The course material for this unit is provided solely for your personal research and study. It is protected by copyright and sharing it on third-party websites without Curtin University's written consent is a copyright infringement.

Academic Integrity

Curtin's Student Charter, Academic Integrity Program (AIP), and core Values guide expectations regarding student behaviour and responsibilities. Information on these topics can be found on the Academic Integrity Website.

Appropriate Use of Generative Artificial Intelligence (Gen-AI) technologies

Curtin supports the philosophy of teaching students to appropriately use Gen-AI technologies in an ethical and responsible way. Gen-AI technology is rapidly evolving and being incorporated into software programs, so it is important to understand how it can and cannot be used within your studies.

Check your assessment instructions carefully before using any Gen-AI software (e.g. Chat GPT, Midjourney, GitHub Copilot, etc.). You are not permitted to use Gen-AI software in any assessment task unless written permission is explicitly granted by the Unit Coordinator (e.g. within Blackboard or the assignment specifications). Where use of Gen-AI is approved, you must use it in accordance with those instructions. Unapproved, inappropriate, or undisclosed use may be dishonest or unfair behaviour, and thus considered misconduct.

Visit the appropriate use of Gen-AI technologies website and library website on Gen-AI for more information.

Academic Integrity Warnings

An Academic Integrity Warning may be issued to a student in limited circumstances and only where misconduct is not involved.

Academic Misconduct

Staff members are required to report suspected misconduct. Academic misconduct means conduct by a student that is dishonest or unfair in connection with any academic work. This includes all types of plagiarism, cheating, collusion, falsification or fabrication of content, and behaviours like falsifying medical certificates for extension. Contract cheating, the use of file sharing, translation services/apps, paraphrasing tools (text-spinners), article generators, unapproved and inappropriate use of Gen-AI tools, and assignment help websites also may be considered academic misconduct. The longer term personal, social, and financial consequences of misconduct can be severe, so please ask your tutors or unit coordinator if you need clarification or are unsure what to do.

Information and Communications Technology (ICT) Expectations

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Curtin students should ensure they have reliable internet access to connect to OASIS email, Blackboard or other Learning Management Systems, and Library Services. A computer or mobile device may be necessary for preparing and submitting assignments.

You may be required to use remote invigilation software like IRIS or Respondus Monitor with Lockdown Browser to verify your identity and monitor your behavior during online assessments. This requires a computer, webcam, microphone, and reliable internet access. If you don't have access to the necessary equipment, you can use the resources available at the Curtin University Library.

For general ICT assistance, please visit the IT tools and guides website. For study resources and assistance, check out the UniSkills website.

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Additional information

Student as Partner (SAP)

Student as Partner means you get to improve the unit and your student experience straight away by giving regular feedback to the Unit Coordinator. This is essentially where we invite you to volunteer to represent your fellow students to provide full and frank feedback on how we can improve the unit in real time (rather than at the end of semester). There is a "Student as Partner (SAP)" section on Blackboard we would encourage you to check out with more details. We will also go through the Student as Partner approach for the unit during the first few weeks of the teaching period.

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

Students must be aware of all relevant legislation, policies, and procedures concerning their rights and responsibilities. This information is available on the student rights and responsibilities website.

Student Equity

Several factors might hinder students from performing their best in studies or assessments, such as disabilities, medical conditions, significant caring responsibilities, pregnancy, religious practices, remote living, or other reasons. If you believe you are unfairly disadvantaged, contact the appropriate service. University staff can only assist if they are aware of your circumstances, so please reach out for help.

To discuss your needs in relation to:

1. Disability or medical conditions, contact AccessAbility Services
2. Elite athletes, contact Elite Athlete Coordinator
3. All other grounds, contact the Student Wellbeing Advisory Service

Recent Unit Changes & Response to Student Feedback

Students are encouraged to provide feedback through student surveys (such as Insight and the annual Student Experience Survey) and interactions with teaching staff.

Listed below are some recent changes to the unit as a result of student feedback.

The unit has:

- Changed the Team Assessment to make the team facilitation component more interactive and directly linked to core employability skills.
- Brought the career plan due date forward in response to student feedback wanting a marked assessment artifact earlier in the semester.
- Streamlined workshop activities: less activities with more opportunities for reflection and discussion.
- Introduction of groupmap in workshops to allow for whole of class brainstorming and ideation

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Program Calendar

Teaching Week	Dates	Topic	Assessment
1.	27 Oct	Introduction to the Unit/Contextual Framework	Employability survey for Career Passport completed in class.
2.	3 Nov	Careers in Context: Frameworks and Theory	
3.	10 Nov	Careers in Context: Historical Perspectives	**Career Passport: Module 1 Milestone** Team Assessment: Team Skills Inventory
4.	17 Nov	Career Framing	Team Assessment: Team Contract
5.	24 Nov	Career Ideation	
6.	1 Dec	Employability	**Career Plan Due Friday 5 Dec 10pm AWST**
7.	8 Dec	Building Sustainable Careers	Team Assessment: Adaptability Exercise
8.	15 Dec	Working with Others	**Career Passport: Module 2 Milestone** Team Assessment: Problem Solving Exercise
9.	22 Dec	Career Self-Management	Team Assessment: Training Plan Development

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10. Some lessons scheduled between 29 Dec and 31 Dec will be done online (e-learning)	29 Dec	Career Development	**Career Passport Module 3 Milestone** **Team Training Facilitations (due on day of tutorial class)**
11.	5 Jan	Dealing with Job Loss	**Team Training Facilitations (due on day of tutorial class)** **Career Passport: Module 4 Milestone** **Career Passport due Friday 9 Jan 10pm AWST (no extensions allowed)**
12.	12 Jan	Where to Now?	**Team Training Facilitations** **Reflections due Friday 16 Jan 10pm AWST (no extensions allowed)**
13.	19 Jan	Study Period	

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The only authoritative version of this Unit Outline is to be found online in OASIS