

## ACCT 2101 Industry Placement 1 (IP1)

### Course Outline Semester 1, 2017

#### Part A: Course-Specific Information

Please consult Part B for key information on Business School policies (including those on plagiarism and special consideration), student responsibilities and student support services.

**Co-op Scholars should also read their Co-op Scholar Agreement, the Co-op Scholar Manual and IT Guidelines. These documents form part of this Course Outline.**

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# PART A: COURSE-SPECIFIC INFORMATION

## 1 STAFF CONTACT DETAILS

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Consultation Times – by appointment

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**Any email inquiry that can be answered by reading the course outline Parts A or B will *not* receive a reply email.**

## 2 COURSE DETAILS

### 2.1 Teaching Times and Locations

The LIC ('LIC') has responsibility for allocating IP1 placements. For IP1, scholars largely decide the allocations themselves. However, the LIC has ultimate authority in determining the final allocations. IP1 allocations will be confirmed 10 weeks prior to the start of the placement to give scholars sufficient time to contact sponsors and organise introductory meetings.

As scholars are allocated to various sponsor organisations, there will be differences in start/finish dates between Co-op Scholars. The start/finish date for the IP1 period should be negotiated between the Sponsor and the Scholar. The following guidelines must be taken into consideration when scholars are organising their start/finish dates for IP1:

- Timing must be agreed with the IP sponsor/supervisor and should take into account start and finish dates of academic terms if required
- The Sponsor reserves the right to insist on particular start dates as they may be coordinating commencement of Co-op IP placements and vacation scholars on the same day.
- The Co-op office strongly recommends the following to enable Scholars sufficient time to fully complete their IP obligations before they return to full-time university
  - IP1 should start no later than Monday, the second week of January.
  - Should there be any reason for an IP to start later than the above date, the Scholar/Sponsor should contact the LIC and the Co-op Program Manager.

During the industry placement, scholars are required to attend one face to face meeting with the LIC and sponsor. This meeting will occur during Week 1 (week commencing 27 February 2017) and will be held at the sponsor's location. Scholars are responsible for organising a date and time which is suitable to both the sponsor and LIC. Scholars have been organized into groups to facilitate the efficient scheduling of these site visits. The groups are as follows:

Group 1 – Archis and Jenny  
Group 2 – Clara and Jordan  
Group 3 – Ciara and Larissa  
Group 4 – Gemma and Lucy

Each group should coordinate their site visit schedule for the same morning (between 9 and 12) or afternoon (between 1 and 5) session. Each site visit will require no more than one hour. For Group 1, please schedule the 2<sup>nd</sup> site visit ½ hour after the first site visits finishes. For example if Archis schedules his site visit for 9am on 28<sup>th</sup> February. Jenny should schedule her site visit for 10:30 on the 28<sup>th</sup>. For Groups 2 and 3, please allow an hour between the end of the first scheduled visit and the beginning of the second. For Group 4, please allow 1 ½ hours as I will need to commute between Optus and Campbell Arnotts.

I understand you will also need to accommodate your supervisor's schedule. Therefore, I allow you some flexibility in scheduling these site visits. However, please try to schedule these appointments so that I can be relatively efficient with my time.

I am available to attend site visits any time during the Week 1 EXCEPT on Monday from 4:00PM or on Friday the 3<sup>rd</sup> of March from 2:00PM.

The purpose of these site visits is to review your IP1 objectives (as specified in your PDA) and discuss your performance to date so that you have early feedback on which you can act during the remainder of your industry placement.

During the course, scholars are also required to attend one workshop which will be held at the UNSW, Kensington Campus. The workshop will be held in Week 6 on Wednesday 5<sup>th</sup> of April from 6 to 9pm. The LIC will also attend the scholar's IP1 presentation which is held at the sponsor's location during Week 13. Please refer to the Course Schedule at the end of this document for further information.

## 2.2 Units of Credit

The course is worth 12 units of credit.

## 2.3 Summary of Course

This course consists of two components: IP and the classroom component. Students and the sponsor negotiate the nature of the work undertaken as part of the industry Placement component. The students' IP supervisor, therefore, is responsible for assigning work that addresses the objectives of both the sponsor and the Accounting and Business Management Coop Program. The Accounting and Business Management Co-op Program's broad objectives for Industry Placement are:

- Provide scholars with accounting knowledge and practical experience within the business environment that cannot be provided at university
- Instil an appreciation of accounting processes and management while at the same time learning about company cultures and work ethics
- Help develop the scholars' professional skills. Specifically, scholars should develop the mix of skills that graduates require to function effectively in an increasingly complex and demanding business environment. These skills include intellectual, technical and functional, personal, interpersonal and communication and organizational and business management skills.
- Provide sponsors with a stream of highly talented, motivated young professionals who are dynamic and add value to the company

The classroom component compliments IP by providing students with opportunities to place their IP in context of their academic learnings, to engage in guided reflection of their experiences and to share reflections on their IP experience.

## 2.4 Course Aims and Relationship to Other Courses

This course is only available to UNSW's Accounting & Business Management Co-op Scholars in the Business School. It is the first of three fully assessable Industry Placement courses Co-op Scholars complete as part of their Bachelor of Commerce (Co-op) degree. IP1 allows scholars to apply the fundamental principles of accounting and business management to accounting practices in their sponsoring organization.

This course is designed:

- to develop students' professional skills that accounting students require for entry-level success in the accounting practice.
- to develop the ability to 'learn from experience' through personal reflection and analysis of their IP1 experiences.
- to develop the ability to learn through collaborative reflective learning (i.e., via peer exchange of IP experiences).

## 2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete IP1 and the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams')

### Business Undergraduate Program Learning Goals and Outcomes

**1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.**

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

**2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.**

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

**3. Communication: Our graduates will be effective professional communicators.**

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

**4. Teamwork: Our graduates will be effective team participants.**

You should be able to participate collaboratively and responsibly in teams, and reflect on your own

teamwork, and on the team's processes and ability to achieve outcomes.

**5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.**

You should be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.

**Specific BComm (Co-op) Program Learning Goals and Outcomes**

1. Describe the sponsoring organisations' business practices relevant to the discipline of accounting and business management.
2. Apply tools, techniques and frameworks to evaluate and understand the role of accounting and business management practices in attaining the Sponsor organisation's goals.
3. Undertake relevant research in accounting and business management practices in a particular industry.
4. Communicate effectively and confidently in oral and written forms in a business context.
5. Collaborate effectively and display collaborative skills in teamwork.

For more information on the Undergraduate Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all UNSW Business School undergraduate scholars:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	<ul style="list-style-type: none"> <li>o Describe the sponsoring organisations' business practices relevant to the discipline of accounting and business management.</li> <li>o Apply tools, techniques and frameworks to evaluate and understand the role of accounting and business management practices in attaining the Sponsor organisation's goals.</li> <li>o Demonstrate the professional competencies accounting students need for entry-level success in sponsor organisation</li> <li>o Discuss the importance of relationships within the sponsor's workplace.</li> </ul>	<ul style="list-style-type: none"> <li>o Harvard Business School On-Line Activity</li> <li>o Workshop Engagement</li> <li>o IP1 Reflective Journal</li> <li>o IP1 End of Industry Placement Experience Presentation</li> <li>o Sponsor Evaluation</li> </ul>
2	Critical thinking and problem solving	<ul style="list-style-type: none"> <li>o Critical analyses of accounting and business management concepts through reflective practice</li> </ul>	<ul style="list-style-type: none"> <li>o Workshop Presentation</li> <li>o IP1 Reflective Journal</li> <li>o IP1 End of Industry</li> </ul>

			<ul style="list-style-type: none"> <li>○ Placement Experience Presentation</li> <li>○ Sponsor Evaluation</li> </ul>
3a	Written communication	<ul style="list-style-type: none"> <li>○ Describe the sponsoring organisations' business practices relevant to the discipline of accounting and business management.</li> <li>○ Construct written work which is logically and professionally presented</li> </ul>	<ul style="list-style-type: none"> <li>○ Harvard Business School On-Line Activity</li> <li>○ IP1 Reflective Journal</li> <li>○ Sponsor Evaluation</li> </ul>
3b	Oral communication	<ul style="list-style-type: none"> <li>○ Communicate ideas in a succinct and clear manner for a business context</li> <li>○ Collaborate effectively and display collaborative skills in teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>○ Harvard Business School On-Line Activity</li> <li>○ Workshop Presentation</li> <li>○ IP1 End of Industry Placement Experience Presentation</li> <li>○ Sponsor Evaluation</li> </ul>
4	Teamwork	<ul style="list-style-type: none"> <li>○ Collaborate effectively and display collaborative skills in teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>○ IP1 Reflective Journal</li> <li>○ IP1 End of Industry Placement Experience Presentation</li> <li>○ Sponsor Evaluation</li> </ul>
5a.	Ethical, environmental and sustainability responsibility	<ul style="list-style-type: none"> <li>○ Display emotional intelligence and self-awareness of own cognitive abilities and values</li> <li>○ Understand that there are different approaches to dilemmas in the workplace and that there is a preference for ethical solutions</li> </ul>	<ul style="list-style-type: none"> <li>○ IP1 Reflective Journal</li> <li>○ Workshop Presentation</li> </ul>
5b.	Social and cultural awareness	<ul style="list-style-type: none"> <li>○ Display of the importance of relationships within the sponsor's organization</li> </ul>	<ul style="list-style-type: none"> <li>○ IP1 Reflective Journal</li> <li>○ IP1 End of Industry Placement Experience Presentation</li> <li>○ Workshop Presentation</li> </ul>

### 3 LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course

The sponsor determines the scholar's learning activities for the IP component of the course. Refer to UNSW Co-op Program IP Guidelines document.

For the classroom component, the learning and teaching activities focus on "reflective student learning". Reflection involves exploration of our thoughts and actions to better understand the assumptions, values and ethical frameworks we may be using both consciously and (often more importantly) unconsciously. Reflection also describes the process of evaluating elements of the self, the task and the environment with regard to their impact on practice, with the aim of guiding effective decision-making and action.

Industry Placement environments are well suited to fostering reflective learning practices among students. In this course, reflection will be:

- Each student will reflect and share his or her IP experiences.
- A collaborative process (including peer exchanges informally and at workshop) rather than confined to introspection
- Based in practice, going beyond an academic assessment and demonstrating reflection's role in developing students' professional competencies which are needed for entry-level successes in the accounting practice as well as for students' long-term career opportunities.



The classroom component consists predominately of independent and on-line learning activities (e.g. reflective journal and Harvard On line Course: Management Communication) as well as one workshop. Students **MUST** attend the workshop.

### 3.2 Learning Activities and Teaching Strategies

Learning occurs on-line via students' reflections, feedback from student's IP supervisor and Diane at the site visit discussion, Harvard Business School On-Line tutorials, face-to-face at the evening workshop, presentations and outside the classroom through students' IP experience.

## 4 ASSESSMENT

### 4.1 Formal Requirements

To pass this course, scholars must satisfactory (minimum of 65) pass both the IP Component and Class Component of the course.

**To pass the IP Component** of this course, scholars must satisfy the requirements for IP1 in accordance with their Co-op Scholar Agreements and the IP Guidelines. In addition, scholars need to complete the following:

- By the end of the scholar's first fortnight of his/her IP1, the scholar must submit online (at the Co-op Program Career Manager) the IP1 contact information and completed Professional Development Agreement.
- Within two weeks of completion of the IP1, sponsors must complete a *Sponsor Evaluation for a UNSW Co-op Program Scholar* using the template provided by the UNSW Co-op Office. Scholars must submit this performance evaluation and their completed *Scholar Evaluation of Industry Placement Experience* online (Co-op Program Career Manager) within two weeks of completing their IP. Scholars should also provide a copy of their sponsor evaluation for the sponsor's Human Resource file and augment with any additional Scholar evaluation comments.

**To pass the class component** of this course, scholars must achieve a satisfactory grade for all the assessments listed below.

### 4.2 Assessment Details

Please include assessment overview in a table, for example:

Assessment Task	Specific BComm (Coop) Learning Outcomes assessed	UNSW Business Graduate Attributes assessed	Weight	Due Date
<ul style="list-style-type: none"> <li>• Harvard Business On-Line Course: Management Communication</li> </ul>			15%	Students must complete Review Exams for each online course segment component no later than end of Week 12.



<ul style="list-style-type: none"> <li>IP1 Reflective Journal and Presentation of Critical Learning Incident</li> </ul>	1, 2, 4, 5	1, 2, 3a, 4, 5a, 5b	25%	<p>Workshop to be held in Week 6 on April 5th from 6 to 9pm.</p> <p>Students are required to submit reflective journal at workshop</p>
<ul style="list-style-type: none"> <li>IP1 End of IP Experience Presentation</li> </ul>	1, 2,3, 4, 5	1, 2, 3b, 4, 5a, 5b	40	Week 13
<ul style="list-style-type: none"> <li>Sponsor Evaluation</li> </ul>			20%	End of IP

#### 4.2.1 Harvard Business On-Line Course: Management Communication (15%)

Students are required to complete the Harvard Business On-Line Course: Management Communication. Students must complete Review Exams for each segment.

This Management Communications on line course provides students with the skills and guided practice necessary to master fundamental concepts in business communication. The course is organized into three core topics of planning, writing, and presenting. A special emphasis is placed on influencing action in the workplace by leading more effectively through well-organized and successfully-executed business communication strategies. Students learn how to create carefully planned and confidently delivered emails, presentations, memos, action plans, blog and wiki entries, and other forms of business communication as they follow the engaging storylines of two managers who encounter important communication challenges. Course topics are presented in over 30 expert videos and 50 interactive exercises along with multiple writing and audio examples. The course also includes checklists, templates and other resources. Each of the three topic areas concludes with an exam to reinforce learning objectives and assess progress. Seat time is between 18-22 hours.

The link to the on line course is.

<http://cb.hbsp.harvard.edu/cbmp/access/58765929>

#### 4.2.2 IP1 Reflection Journal, and Workshop Engagement (25%)

Scholars are required to maintain a reflection journal for the first five weeks of the course. Students' reflections are to be used as a tool to assist the development of their professional skills. A list of suggested reflection topics is given in the Course Schedule. However, students can choose to reflect on other workplace topics if more relevant to their industry training experience and professional development. Students are required to submit their journal at the workshop in Week 6.

#### **Tips on how to commence your reflection journal**

During the first month of industry training, perform a self-assessment of your professional competencies, assess the sponsor's expectations of a new graduate's competencies, and establish benchmarks to self-evaluate your competencies throughout their IP. You will need to gather a list of the competencies desired for

employees by your sponsor organisation. These competencies can often be found on the sponsor's intranet in the human resource area under employee learning and development. You can also refer to the professional attributes listed on the Co-op Career Manager website as well as the UNSW Business School Graduate Attributes. Compile a list of professional competencies and use this list as a self-evaluation tool to assess your own professional skills. Once you have established a base line for your professional competences (e.g., poor, good, very good), set goals regarding which competencies need to be developed and how you will attempt to develop these skills. This self-assessment will also help inform the writing of your PDA objectives.

Progressively throughout the IP, self-assess whether you are achieving your goals and what you can do in the following weeks to improve your professional development.

Tips for writing in your reflective journal:

- Remember that this is a reflection of your learnings and not just a diary of your daily activities. You may include details of what your IP1 entails including daily, weekly and monthly duties but this information should be used as a reflection of what you do to develop your professional skills.
- Use the STAR-L Framework (see below) to assist you in writing about your learning reflections.
- Describe the knowledge you gained while on the job and include, where possible, how knowledge gained from your courses at university was beneficial. This may include technical knowledge as well as knowledge about managing interpersonal relationships in the work place, managing your time, working independently etc...
  - **Each reflection should be documented in no more than 500 words.**

*STAR-L framework. Stands for Situation, Task, Action, Result and lessons Learnt, can help you to structure your reflections about an experience in such a way that the meaning and outcome of the experience can be clearly identified and communicated to others.*

- *Situation – the context in which the experience occurred.*
- *Task – what was actually required of you in the situation.*
- *Action – the steps that you personally took in response to the task. When reflecting on your actions, ask yourself why you chose to respond in that particular way.*
- *Result – the outcome of your actions. How did your actions contribute to the completion of the task? How did your actions affect the final outcome of the situation?*
- *Learnt – the things you have learned from the experience. Highlight any skills or abilities that you have developed or improved as a result of the experience. Think about how you might apply what you've learned to other situations*

Students will have the opportunity to discuss a significant reflection in an evening workshop with their peers. Specifically, students will give a 15 minute presentation on a **critical learning incident** related to their professional skills development.

**A critical learning incident** in IP is one which you believe or feel has been crucial to, or had a significant effect upon your learning since commencing your IP1 placement. It is an incident which is critical to your **professional skills development while on placement**. It may mark a turning point or change in the way you would normally think or act.

Your critical learning incident may include any of the following:

- a work task that went particularly well
- a work task that you found particularly difficult
- a work task where you made a mistake and where you recognised your mistake
- a work task that you found particularly demanding
- a work task where your understanding of accounting and business management was challenged
- a work task where there was conflict, hostility or aggression

The critical incident you analyse can relate to an individual work task or your role in a team based work task. Choose a brief and specific incident, rather than a case or situation.

Working on a critical learning incident analysis involves significant reflection on what we do when taking action as professionals. This reflection relates to our beliefs and values and how these impact on and are reflected in our actions. This reflection is essential to the development of professional judgement and competent practice. The reflection involved in analysing critical learning incidents requires a level of objectivity about yourself and the impact of your actions that is not necessarily automatic or easy to develop. What you notice and how you reflect on it is determined by your view of the world which has been affected by such things as your cultural background, gender, beliefs, values and your own life experiences. In presenting your critical incident analysis you need to address the issue that within your own experiences there are probably areas that are hidden or invisible to you in your own current level of professional awareness.

What this means is that you have to be prepared to ask yourself questions so that you can use critical incident analysis as a mechanism to gain insight into your current level of professional awareness and to broaden your analysis.

- Why do I view the situation like that?
- What assumptions have I made about the sponsor/task/problem/situation?
- How else could I interpret the situation?
- What other action could I have taken that may have been more helpful?

The achievement of this broadened awareness requires significant levels of objectivity about yourself and openness to viewing situations differently; it may also require reflection upon the possible need to change some of your own behaviour.

The other issue to be addressed in producing a critical incident analysis is the same as with all other written documents concerning clients. Confidentiality must be maintained by omitting or changing all identifying information.

### **Advantages**

- a) Critical incident analysis are highly effective mechanisms for examining and reflecting on your own beliefs and actions, and how they impact on your performance as a developing professional.
- b) Critical incident analysis can be used in relation to a wide range of learning goals.

c) Critical incident analysis provides you with the opportunity to consider the factors which underpin your actions, within the context of your own learning. Undertaking this activity as a student, while it may be personally demanding, means that you have the support of your supervisor and university members while learning.

### **Disadvantages**

a) Compiling a critical incident analysis can be demanding and somewhat uncomfortable if the focus is on a piece of practice that was not as you would have liked it to be. In this way, it can test your ability to appraise yourself honestly and to maintain a flexible, non-defensive stance.

**USE THE FOLLOWING TO PRESENT YOUR CRITICAL INCIDENT.** Describe the context of the incident (for example, how far into placement it happened, your role at the sponsor at the time, type of sponsor, other background information that will assist in understanding the incident etc.)

1. Describe the actual incident in detail.
2. Why was the incident critical to you?
3. What were your concerns at the time?
4. What were you thinking and feeling as it was taking place; and afterwards?
5. Was anything particularly demanding about the situation?
6. What did you learn about:
  - (a) professional skills in practice, for example, intellectual, technical/functional, personal, interpersonal/communication or organizational and business management skills?
  - (b) the accounting practice and yourself as a practitioner of accounting and business management practices?
  - (c) application of knowledge from university to practice?
7. What were some of your theoretical assumptions (for example, about accounting or organizational behaviour) which were reflected in this incident?
8. How has your learning from this incident changed your thinking about accounting and business management practices in the workplace?

### **4.2.3 IT1 End of Industry Placement Experience Presentation (40%)**

Within their last two weeks, Scholars are required to make a 40 minute oral presentation. Please refer to the IT Guidelines *End of Industry Placement Experience Presentation* for the topics to be addressed in the presentation.

Scholars will be assessed on the presentation's content (topic, structure, clarity, level of understanding) as well as on scholars presentation and communication skills (confidence, clarity, use of technology, appropriate pitch). Scholars must include a self-assessment of their professional development over the course of their IP1 by drawing on reflections documented in their personal reflective journal.

The presentations are professional presentations that should be addressed to an audience with industry and accounting knowledge, that is, scholars should pitch their presentation towards their sponsor organisation, their sponsor supervisor(s) and relevant colleagues and management. Scholars should use appropriate range of vocabulary and behave professionally.

Your LIC and possibly a staff member from the UNSW Co-op Program Office will attend. Scholars are required to advise **in advance** the LIC and Co-op Program Office of the date of the presentation. All relevant staff at the sponsor organisation should also be invited to attend.

Presentations should be projected on screen from a computer using a video projector (no overhead projector presentation). Scholars should request that their sponsor supervisor preview the presentation to ensure there is no loss of confidential information.

To assist scholars in their preparation, here is a list of tips:

- Structure your presentation and lead the audience through it.
- Please do not read notes. If you are prepared, you don't need notes! You may have notes to assist you if you begin to panic, but plan on not using them. Reading from power point slides is not an alternative. What you say and what is on the slides should be complementary, not equivalent.
- Ensure your slides look professional and are readable. Use an appropriate font at an appropriate size and colour. Ensure any tables and figures can be read. Be extremely careful with colours and try to avoid them for essential content.
- Be mindful of your body language. Avoid twisting your hands or feet, playing with a clicker or keys in your pocket. Move and address everyone in the room, not just the same person. Wear business attire.
- Use your voice as a tool, vary its pace and intonation. Be sure everyone understands you.
- Manage questions. Keep control of your presentation. Don't allow disturbing attendants (your LIC!) to ruin your schedule. If you are given a difficult question, keep cool and be honest. You can always say "That is a good point which I have not considered. I will consider it and perhaps we can continue this conversation over a coffee later in the day".
- Be ready with your presentation at least one week in advance and rehearse your presentation at home with family or friends.

A draft of your presentation should be available on the day of your presentation.

#### **4.2.4 IP1 Sponsor Evaluation (20%)**

Within two weeks of completion of the IP1, sponsors will complete a Sponsor Evaluation for a UNSW Co-op Program Scholar using the template provided by the UNSW Co-op Office. Scholars must submit this performance evaluation and their completed Scholar Evaluation of Industry Training Experience online (Co-op Program Career Manager) within two weeks of completing their IP. Scholars should also provide a copy of their sponsor evaluation for the sponsor's Human Resource file and augment with any additional Scholar evaluation comments.

In the event scholars cannot submit an assessment by the assigned date, scholars should discuss the submission date with the LIC.

### 4.3 Late Submission

If late submission is required, the scholar should make arrangements with the LIC.

#### Quality Assurance

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

## 5 COURSE RESOURCES

The website for this course is on Moodle at:  
<http://moodle.telt.unsw.edu.au>

## 6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's myExperience survey is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester myExperience responses and through informal feedback.

## 7 COURSE SCHEDULE

COURSE SCHEDULE			
Week	Course Topic	References	Other Activities/Assessment
Dec. 2016 to January 2017	Scholars commence IP1 Placement	Carefully read the Course Outline	<p>IP1 Details and <b>Professional Development Agreement</b> to be submitted on line at Coop Career Manager within first fortnight of commencing IP1</p> <p><b>Organize Diane's Site Visit for first week of session (week starting 27 February)</b></p> <p>During the first month of your industry training, <b>perform a self-assessment of your professional competencies</b>, assess your sponsor's expectations of a new graduate's competencies, and establish benchmarks to measure your professional skills development. <b>This will assist in establishing appropriate industry training objectives.</b></p>
Week 1 27 February	Course Officially Starts	<p>Suggested Reflection Topic</p> <p>What is working in a professional organization really like? What is an office really like? How were the first few days of your IP placement? What did you find difficult or challenging in your first two weeks of IP?</p>	<p>Reflective Journal Topic 1</p> <p><b>Site Visits</b></p>
Week 2 6 March		<p>Suggested Reflection Topic</p> <p>Discuss the level of collaboration and teamwork that exists in the sponsor's workplace. How does the team environment impact your interpersonal relationships at work and the work you do? Were you surprised at the level or type of interactions you encountered at your sponsor's workplace? How do these interactions impact your learning in the workplace?</p>	<b>Reflective Journal Topic 2</b>
Week 3 13 March		<p>Suggested Reflection Topic</p> <p>Discuss the types of task you perform? How are you using content knowledge learned at uni in the workplace? What have you found surprising about the tasks performed in the workplace?</p>	<b>Reflective Journal Topic 3</b>



Week 4 20 March		Suggested Reflection Topic  How are you managing time, workload and academic pressures? How can you improve your time management skills?	<b>Reflective Journal Topic 4</b>
Week 5 27 March		Suggested Reflection Topic  How has the use of information technology affected how you communicate and develop social or professional networks in your IT placement?	<b>Reflective Journal Topic 5</b>  <b>Prepare Critical Incident Analysis Presentation</b>
Week 6 03 April	Workshop 1 Wednesday 5 April Workshop will run from 6 to 9pm.  Students <b>MUST</b> attend.		<b>Student Presentations of Critical Incident Analysis</b>  <b>Students submit IT1 Reflective Journal at workshop</b>
Week 7 10 April	<i>Friday 14 April is Good Friday public holiday)</i>		<b>Scholars complete Harvard Business On-Line Course – Management Communication: An On-line Course during weeks 7 to 12.</b> Students decide how much to complete each week but the recommended average number of hours is 4 per week (course takes 18 to 20 hours). <b>Students must complete Review Exams for each online course segment</b> component no later than end of Week 12.
Mid-semester break: Friday 14 – Saturday 22 April inclusive			
Week 8 24 April	<i>(Tuesday 25 April is Anzac Day public holiday)</i>		Continue Harvard Business– Management Communication: An On-line Course
Week 9 1 May			Diane is on annual leave and will have limited email access  Continue Harvard Business– Management Communication: An On-line Course
Week 10 8 May			<b>Students to Schedule their End of IP1 Presentation for Week 13 - 5 June to 9 June</b>  Diane is on annual leave and will have limited email access  Continue Harvard Business– Management Communication: An On-line Course
Week 11 15 May			Diane is on annual leave and will have limited email access  Continue Harvard Business– Management Communication: An On-line Course
Week 12 22 May			Diane is on annual leave and will have limited email access

			<p><b>Complete Harvard Business– Management Communication: An On-line Course</b></p> <p><b>Prepare End of IP1 Presentations</b></p>
<p>Week 13 29 May</p>	<p>LIC attends end of IP1 presentations for all scholars. Scholars to organise final IP1 presentation with LIC and sponsor.</p> <p>Course officially ends at end of Week 13. IP1 presentations must be completed by 9th of June</p>		<p><b>IP1 Sponsor Evaluation</b></p> <p><b>Scholars End of IP1 Presentations</b></p>
<p>June to July 2017</p>	<p>Students complete IP1</p>		<p>Sponsors submit evaluation form to Coop Career Manager</p>