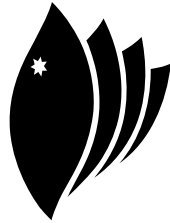


MACQUARIE  
UNIVERSITY



FACULTY OF  
BUSINESS AND ECONOMICS

**FBE200**  
**Professional and Community**  
**Engagement (PACE)**

**Semester 1, 2010**

*Department of Business*

**MACQUARIE UNIVERSITY  
FACULTY OF BUSINESS AND ECONOMICS  
UNIT OUTLINE**

<b>Year and Semester:</b>	<b>2010, Semester 1</b>
<b>Unit convenor:</b>	<b>Peter Langford</b>
<b>Prerequisites:</b>	<b>24 Credit Points and permission of unit convenor achieved by obtaining and submitting form available through BESS</b>
<b>Corequisites:</b>	<b>None</b>
<b>Credit points:</b>	<b>3</b>

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

**ABOUT THIS UNIT**

This unit provides an opportunity for students to engage with the community through experience in a variety of workplaces including government agencies, companies, industry partners and not-for-profit organisations.

The unit is comprised of

- (i) a period of at least three weeks of full-time work or equivalent part-time in a business or other relevant organisation, plus
- (ii) a 3-hour orientation seminar prior to, and in preparation for, the workplace experience, and
- (iii) a 3-hour debriefing seminar.

Please note that the work experience **MUST** occur after the first seminar and finish before the end of semester, and past or future work experience cannot be credited.

During the orientation seminar the student will be briefed on a reflective journal to be kept during their workplace experience. The journal should reflect the student's perceptions regarding the contribution of their work experience to the development of a range of graduate capabilities.

The debriefing seminar will prepare the student for a 2000-word written submission on how their workplace experience developed their graduate capabilities, and/or gave them insight into how those capabilities could be applied in their future career.

## TEACHING STAFF

- Convenor Peter Langford – [peter.langford@mq.edu.au](mailto:peter.langford@mq.edu.au), 02 8875 2801  
Voice Project, Lvl 2, Becton Dickenson Bldg, Macquarie University Research Park  
Consultation by discussion board on course website or arranged via email

## CLASSES

- Two 3-hour seminars, one preceding and one following or towards the end of the workplace experience
- Times of seminars will be negotiated by participants and their Macquarie supervisor

## REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

- There are no required texts or reading materials for the course
- Any recommended readings will be made available via Blackboard

## UNIT WEB PAGE

- The web page for this unit is located at: <http://learn.mq.edu.au/webct>

## LEARNING OBJECTIVES AND OUTCOMES

PACE will help you contextualise your graduate capabilities.

The graduate capabilities are attached. The learning objectives are for you to contextualise the graduate capabilities.

## TEACHING AND LEARNING STRATEGY

- After an initial 3-hour induction seminar, students undertake at least 3 weeks of full-time work (or equivalent) in a business or other relevant organisation. During this time the student keeps a journal in which to reflect upon the relationship between their work experience and what they have learnt in their formal university education, with special reference to targeted graduate capabilities. Following their period of work, students attend a 3-hour debriefing seminar in preparation for an essay to be completed as their final unit requirement.
- Students are expected to meet the agreed conditions of their placements, read prescribed readings in advance of the seminars, attend the seminars, participate in seminar discussions, and complete two written assignments – (i) a 2000-word journal to be kept during their working time and completed before the debriefing seminar, and (ii) a 2000-word essay written after the debriefing seminar and completed by the 12<sup>th</sup> week of the semester or as negotiated with their supervisor.

## RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

All of the assessment tasks are key learning activities. Assessment is based on

- participation in the induction and debriefing seminars,
- a pro-forma report to be completed by the employer,
- a 2000-word reflective journal kept by the student during their work experience – giving special attention to how that experience enabled them to develop and demonstrate a range of graduate capabilities – and
- a 2000-word essay describing and summing up the learning opportunities offered by their work experience – with special reference to the graduate capabilities discussed in their journal

Assessment tasks with weightings:

- Participation in induction and debriefing seminars (20%)
- Employer's report (10%), due by Fri 11 June
- 2000-word reflective Journal (30%), due at the 2<sup>nd</sup> seminar
- 2000-word essay (40%), due by Fri 11 June

Late assignments will be penalised at the rate of 1% per day, including weekends.

There is no final examination for this unit.

## PLAGIARISM

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

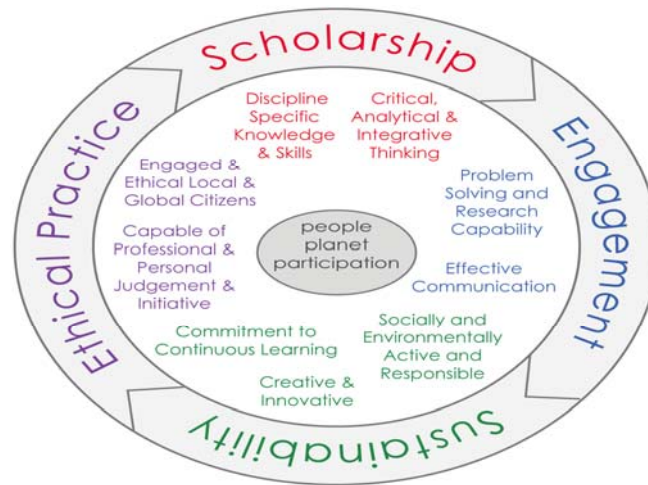
## STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

## **PRACTICAL REQUIREMENTS**

In addition to academic prerequisites and enrolment in an FBE degree, the following requirements apply:

- (i) The student must obtain a letter of offer from the employer or community organisation specifying the period of employment and outlining the tasks that will be carried out during that period
- (ii) The unit convenor must approve the activity proposed for PACE
- (iii) The professional or community experience should be directly related to their current studies and such that it will help them to apply theoretical knowledge acquired at university
- (iv) Since the student will be eligible for insurance cover throughout the period of employment, an indemnity letter must be obtained from BESS



The capabilities may be seen as a mix of **cognitive capabilities**, **personal dispositions**, and **interpersonal or social dispositions**. While it is clear that the capabilities cross these categories, they have been structured below into the category in which they are most seen to contribute. Acting with integrity underpins all these capabilities

**COGNITIVE CAPABILITIES**

**1 Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

**2 Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

**3 Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

**4 Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

## **INTERPERSONAL OR SOCIAL CAPABILITIES**

### **5 Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

### **6 Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

### **7 Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

## **PERSONAL CAPABILITIES**

### **8 Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

### **9 Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.