



Curriculum Design Pattern

Global Learning by Design

Name of Pattern

Preparing Students for Industry

Date

December 2014

Abstract

Industry practice/simulations enable students to adhere to professional conduct standards, develop practical skills and apply theory into practice. This pattern introduces face-to-face industry practice/simulations, professional behaviour development and quizzes to align learning activities and assessments with real world professional conduct and experiences.

The pattern also aims to motivate and guide students to conduct adequate and appropriate preparations for the industry practice/simulations. Support for this pattern consists of resources, instructions and activities that can be used to prepare for industry practice/simulations. This framework can also be adapted and implemented by courses in other disciplines that include industry practice/simulations.

Rationale

This activity provides students with the opportunity to prepare for and conduct industry practice/simulations to replicate real world industry practices. The pattern also provides an opportunity to deploy the same set of preparation activities and assessment in offshore RMIT locations and create a transnational community of learners.

Learning Context

This pattern is suitable for students with an industry practice component in their course.

This pattern can be used with classes of any size and conducted face-to-face with online resources.

Learning Design

Learning outcomes:

- Industry-related soft skills and technical skills development and simulated application of skills.

Process:

Identify course guide knowledge and address knowledge gaps

1. Prior to commencement of the semester (e.g. 2 weeks before commencement), set an activity on Blackboard where students are required to read the Course Guide (Part B) in preparation for a test regarding course knowledge to be conducted in the first lecture of the semester.
2. In the first lecture of the semester, conduct a quiz using an online survey tool (e.g. Google Forms) to identify course guide knowledge (refer to Resources/Technology section) or refer to the Diagnostic Recap pattern for more information.

Identify prior learning of soft skills and subject matter

3. Explain that the course will simultaneously focus on developing both subject matter knowledge (technical skills) and soft skills:
 - a. Provide an explanation of what constitutes 'soft skills' (e.g. those skills that are essential to working effectively and that are broadly applicable across both jobs and industries, such as, communication, conflict management, making presentations, negotiation skills, team work, meeting management skills, planning and organisation skills, time management skills etc).
 - b. Describe those specific soft skills, in context of the course and application to the associated relevant industry/ industries, that will be the focus of the soft skills component of the course.
4. Identify prior learning of both soft skills and subject matter:
 - a. Identify prior learning through online (e.g. Google Forms) or paper based quiz.
 - b. Address knowledge gaps as required, for example, this can be achieved through readings, Blackboard information, articles, YouTube clips, lectures etc

Simultaneously deliver subject matter and build soft skills

5. Simultaneously deliver subject matter via topics each week and build soft skills – provide learning on soft skills to:
 - a. align soft skill requirements with subject matter learning;
 - b. provide key messages related to working in the industry; and
 - c. set expectations of industry requirements.

Note: The learning activities can include learning tools such as videos relating to attendance, planning and organising and communication skills (see Resources/Technology section). Collectively, these tools should assist in building soft skills that students require for the industry practice/simulation activity.

Note: It is recommended to consider the following:

- Engagement with the RMIT library to identify subject specific resources on soft skills development before Blackboard is made available.
- Finding continual links between professional conduct and industry theory.

Conduct industry practice/simulation

At various points throughout the semester, provide students with the opportunity to practice application of subject matter and soft skills in a simulated real world environment:

6. Students are tested on relevant theory and soft skills prior to industry practice/simulation – e.g. short answer questions, pop quiz, online quiz using tool such as Google Forms or Blackboard Survey (see Resources/Technology section).
7. Teacher communicates the objectives (related to both subject matter and soft skills) of the industry practice/simulation to students.
8. Students, working in their groups, collaborate to plan and prepare their approach for the industry practice/simulation, including how they are going to meet the set objectives.
9. Teacher gives feedback on the proposed approach, in terms of both addressing the subject matter and the required application of soft skills.

10. Student groups undertake the industry practice/simulation, referring to their plan, with the aim being to achieve the set objectives in the timeframe given. The industry practice/simulation activity should show how the students apply both the subject matter knowledge and the soft skills in a simulated real world environment.
11. Student independent learning in the industry practice/simulation activity is supported by teacher availability throughout the industry practice/simulation for consultation and to provide further guidance if necessary.
12. Following industry practice/simulation activity, students review their experiences of working towards the set objectives, including challenges and solutions related to both subject matter and soft skills application. Teacher gives feedback on student performance in the industry practice/simulation

Preparing Students for Industry



Conditions

The critical success indicators for this pattern may include:

- Ongoing commitment by teaching staff to review and update currency of the materials, e.g. industry practice/simulation activity, soft skills requirements and course curriculum.
- Establishing and maintaining an environment that represents a relevant workplace setting.
- Availability of resources and expertise outside the teaching team to support teaching delivery. This may include library resources, e.g. case studies to develop activities, assessment tasks, workplace dispute resolution, group work process, and IT support to ensure technology is deployed effectively.
- A positive attitude and resilience among teaching staff when dealing with dynamic simulated environments and impromptu student behaviours during activities and industry practice/simulations.

Resources/Technology

Soft skills development resources:

Example resources - workplace behaviour expectation videos:

- Communication video:
https://www.youtube.com/watch?v=X3_-GF72cfs
- Attendance and timeliness video:
<https://youtu.be/4Cc0XW7QXfY>
- Planning and organisation video:
<https://www.youtube.com/watch?v=TtF8w5AUZAk>

Technology resources:

- [How-to: Create a Basic Google Form \(video\)](#)

Other resources

- [Team collaboration agreement \(template\)](#)
- [Student action plan \(template\)](#)

Case Studies

Preparing Students for Industry - School of Economics, Finance & Marketing

Outcomes

By developing appropriate industry-related soft skills and technical skills students will become more attractive to potential employers. Employers will appreciate that these students are work ready and require shorter transition time from being a graduate to being a valuable employee. Students will be more engaged because they can link what they do and learn in university to their future career. In addition, by accumulating workplace experiences through industry practice/simulation and linking them to theories will provide students extensive examples to showcase in their job application process.

Evaluations

Measuring the impact of this pattern could include:

- Course Experience Survey results, including student feedback to certain questions
- Student grades (if there is an assessable component related to soft skills)