



## BUS100 PROFESSIONAL COMMUNICATION SKILLS T325 BRIEF

All information in the Subject Outline is correct at the time of approval. KOI reserves the right to make changes to the Subject Outline if they become necessary. Any changes require the approval of the KOI Academic Board and will be formally advised to those students who may be affected by email and via Moodle.

Information contained within this Subject Outline applies to students enrolled in the trimester as indicated

### 1. General Information

#### 1.1 Administrative Details

Associated HE Award(s)	Duration	Level	Subject Coordinator
B Bus (Accg); B Bus (Mgt & Finance) Dip Accg; Dip Mgt BIT	1 trimester	Level 1	Amanda Herring <a href="mailto:amanda.herring@koi.edu.au">amanda.herring@koi.edu.au</a> P: +61 (2) 9283 3583 Level 7-11, 11 York Street Consultation: via Moodle or by appointment.

#### 1.2 Core / Elective

This is a core subject for all of the above courses.

#### 1.3 Subject Weighting

Indicated below is the weighting of this subject and the total course points.

Subject Credit Points	Total Course Credit Points
4	Dip Accg 32; Dip Mgt 32; BBus(Accg) 96; BBus (Mgt & Finance) 96

#### 1.4 Student Workload

Indicated below is the expected student workload per week for this subject

No. timetabled hours/week*	No. personal study hours/week**	Total workload hours/week***
4 hours/week (2 hour Lecture + 2 hour Tutorial)	6 hours/week	10 hours/week

\* Total time spent per week at lectures and tutorials

\*\* Total time students are expected to spend per week in studying, completing assignments, etc.

\*\*\* Combination of timetable hours and personal study.

**1.5 Mode of Delivery** Classes will be face-to-face or hybrid. Certain classes will be online (e.g., special arrangements).

**1.6 Pre-requisites** No pre-requisite is required

#### 1.7 General Study and Resource Requirements

- Students are expected to attend classes with the weekly worksheets and subject support material provided in Moodle. Students should read this material before coming to class to improve their ability to participate in the



weekly activities.

- Students will require access to the internet and their KOI email and should have basic skills in word processing software such as MS Word, spreadsheet software such as MS Excel and visual presentation software such as MS PowerPoint.
- Computers and WIFI facilities are extensively available for student use throughout KOI. Students are encouraged to make use of the campus Library for reference materials.

*Resource requirements specific to this subject:* There are no specific resources required for this subject.

## 1.8 Academic Advising

Academic advising is available to students throughout teaching periods including the exam weeks. As well as requesting help during scheduled class times, students have the following options:

- Consultation times: A list of consultation hours is provided on the homepage of Moodle where appointments can be booked.
- Subject coordinator: Subject coordinators are available for contact via email. The email address of the subject coordinator is provided at the top of this subject outline.
- Academic staff: Lecturers and Tutors provide their contact details in Moodle for the specific subject. In most cases, this will be via email. Some subjects may also provide a discussion forum where questions can be raised.
- Head of Program: The Head of Program is available to all students in the program if they need advice about their studies and KOI procedures.
- Vice President (Academic): The Vice President (Academic) will assist students to resolve complex issues (but may refer students to the relevant lecturers for detailed academic advice).

## 2. Academic Details

### 2.1 Overview of the Subject



This subject introduces students to a range of concepts and skills required for success in their course and in the academic and business world including academic integrity, academic writing style and the use of technology for effective communication. It aims to develop writing skills as well as encouraging creativity through multimodal texts that explore various forms and functions of communication.

The weekly interactive BUS100 'Bitesize' activities provide the opportunity to develop and extend upon the content explored in the lectures and tutorials. Students will be able to use the skills and techniques learnt in this subject to improve their academic performance in all other subjects, and as the basis for life-long learning.

### 2.2 Graduate Attributes for Undergraduate Courses

Graduates of the *Bachelor of Business (Accounting)*, and the *Bachelor of Business (Management and Finance)* courses from King's Own Institute will achieve the graduate attributes expected from successful completion of a Bachelor's degree under the Australian Qualifications Framework (2<sup>nd</sup> edition, January 2013). Graduates at this level will be able to apply an advanced body of knowledge from their major area of study in a range of contexts for professional practice or scholarship and as a pathway for further learning.

King's Own Institute's generic graduate attributes for a bachelor's level degree are summarised below:

	KOI Bachelor Degree Graduate Attributes	Detailed Description
	Knowledge	Current, comprehensive and coherent knowledge
	Critical Thinking	Critical thinking and creative skills to analyse and synthesise information and evaluate new problems



	Communication	Communication skills for effective reading, writing, listening and presenting in varied modes and contexts and for transferring knowledge and skills to a variety of audiences
	Information Literacy	Information and technological skills for accessing, evaluating, managing and using information professionally
	Problem Solving Skills	Skills to apply logical and creative thinking to solve problems and evaluate solutions
	Ethical and Cultural Sensitivity	Appreciation of ethical principles, cultural sensitivity and social responsibility, both personally and professionally
	Teamwork	Leadership and teamwork skills to collaborate, inspire colleagues and manage responsibly with positive results
	Professional Skills	Professional skills to exercise judgement in planning, problem solving and decision making

Across the course, these skills are developed progressively at three levels:

- **Level 1 Foundation** – Students learn the basic skills, theories and techniques of the subject and apply them in basic, stand-alone contexts.
- **Level 2 Intermediate** – Students further develop skills, theories and techniques of the subject and apply them in more complex contexts, beginning to integrate the application with other subjects.
- **Level 3 Advanced** – Students have a demonstrated ability to plan, research and apply the skills, theories and techniques of the subject in complex situations, integrating the subject content with a range of other subject disciplines within the context of the course

## 2.3 Subject Learning Outcomes

This is a Level 1 subject.

Listed below are key knowledge and skills students are expected to attain by successfully completing this subject:

Subject Learning Outcomes	Contribution to Graduate Attributes
a) Communicate in clear, concise and purposeful English for your audience in an academic or professional environment.	
b) Exhibit advance digital literacy skills and creativity using various software and online tools which enhance engagement and collaboration	
c) Research, evaluate, interpret, and reference sources appropriately using Harvard style	
d) Critically reflect upon own practice and develop core skills based on feedback and self-reflection	
e) Work effectively in a team to plan, manage and deliver a creative group presentation.	



## 2.4 Subject Content and Structure

Below are details of the subject content and how it is structured, including specific topics covered in lectures and tutorials. Reading refers to the text unless otherwise indicated.

*Weekly Planner:*

Week	Topic covered in each week's lecture	Chapters and Readings	Expected work as listed in Moodle
Week 1 27 Oct	Course Introduction and Academic Integrity	Reading – KOI academic misconduct policy document	Tutorial activities and Bitesize task
Week 2 03 Nov	Researching and Critical Thinking  The research process. Information selection and evaluation processes	Chap. 1 Chap. 9	Tutorial activities and Bitesize task
Week 3 10 Nov	Academic Writing (1) Harvard Referencing – the basics Incorporating evidence	TBC – on course Moodle page	Tutorial activities and Bitesize task
Week 4 17 Nov	Academic Writing (2) Understanding form, function, audience, and context	Chap. 3 Chap. 4 Additional readings and extracts provided in tutorial	Tutorial activities and Bitesize task  <b>Assessment 1 Individual Moodle Quiz</b>
Week 5 24 Nov	The Power of Visual Communication  Evaluating tools and technologies for visual communication	Assessment 2 prescribed Reading – provided on Moodle	Tutorial activities and Bitesize task
Week 6 01 Dec	Academic and Professional Writing (3) Writing for a Purpose – to argue  Structuring a balanced discussion	Chap. 12	Tutorial activities and Bitesize task  <b>Assessment 2 Individual assessment</b>
Week 7 08 Dec	Social Media for Communication Communicating in a web-based world	Chap. 11	Tutorial activities and Bitesize task



Week	Topic covered in each week's lecture	Chapters and Readings	Expected work as listed in Moodle
Week 8 15 Dec	The Reflective Process Writing critically to reflect upon experience and practice  SMART goal creation	Chap. 12  Additional reading: Anderson (2019) on Moodle	Tutorial activities and Bitesize task
Week 9 05 Jan	Beyond PowerPoint – evaluating alternative presentation platforms  Presentation skills – Content and Delivery	Chap. 6 Chap. 14	Tutorial activities and Bitesize task  <b>Assessment 3 Individual reflection</b>
Week 10 12 Jan	Collaborative Communication – using Google docs and Canva  Using AI tools to support professional communication	Chap. 13  Additional reading - Article 'Steve Jobs, professional storyteller'	Tutorial activities and Bitesize task
Week 11 19 Jan	Effective Communication – offering and receiving verbal feedback. Dealing with audience questions.  Communication in Multicultural Contexts: Engaging with Indigenous Australian.	TBC – on course Moodle page "Communicating Positively: A Guide to Appropriate Aboriginal Terminology"	Tutorial activities and Bitesize task  <b>Assessment 4 – Group Assessment – Showcase Presentations</b>
Week 12 27Jan (Tue)	Professional Processes- drafting, formatting, and the development process  Effective Communication – the role of constructive criticism	TBC – on course Moodle page	Course Feedback Forum on Moodle <b>Assessment 4 – Group Assessment – Showcase Presentations</b>
Week 13 02 Feb	Study review week and Final Exam Week		
Week 14 09 Feb	Examinations Continuing students - enrolments for T126 open	Please see exam timetable for exam date, time and location	
Week 15 16 Feb	Student Vacation begins New students - enrolments for T126 open		
Week 16 23 Feb	<ul style="list-style-type: none"><li>Results Released</li><li>Review of Grade Day for T325 – see Sections 2.6 and 3.2 below for relevant information.</li><li>Certification of Grades</li></ul> NOTE: More information about the dates will be provided at a later date through Moodle/KOI email.		
T126 2 Mar 2026			
Week 1 02 Mar	Week 1 of classes for T126		



## 2.5 Teaching Methods/Strategies

Briefly described below are the teaching methods/strategies used in this subject:

- *Lectures* (2 hours/week) are conducted in seminar style and address the subject content, provide motivation and context and draw on the students' experience and preparatory reading.
- *Tutorials* (2 hours/week) include class discussion of case studies and research papers, practice sets and problem-solving and syndicate work on group projects. Tutorials often include group exercises and so contribute to the development of teamwork skills and cultural understanding. Tutorial participation is an essential component of the subject and contributes to the development of many of the graduate attributes (see section 2.2 above). Tutorial participation contributes towards the assessment in many subjects (see details in Section 3.1 for this subject). Supplementary tutorial material such as case studies, recommended readings, review questions etc. will be made available each week in Moodle.
- *Online* teaching resources include class materials, readings, model answers to assignments and exercises and discussion boards. All online materials for this subject as provided by KOI will be found in the Moodle page for this subject. Students should access Moodle regularly as material may be updated at any time during the trimester
- *Other contact* - academic staff may also contact students either via Moodle messaging, or via email to the email address provided to KOI on enrolment.

## 2.6 Student Assessment

Provided below is a schedule of formal assessment tasks and major examinations for the subject.

Assessment Type	When Assessed	Weighting	Learning Outcomes Assessed
Assessment 1- Moodle Quiz	Week 4	10%	b and d
Assessment 2- Discussion and Design	Week 6	35%	a, b, c
Assessment 3 – Individual Reflection	Week 9	30%	a and d
Assessment 4- Group Presentation	Week 11 and 12	25%	a, b, d, e

*Requirements to Pass the Subject:*

To gain a pass or better in this subject, students must gain a *minimum of 50%* of the total available subject marks.

## 2.7 Prescribed and Recommended Readings

Provided below, in formal reference format, is a list of the prescribed and recommended readings.

### **Prescribed Text:**

Feekery, A., Condon, S.M., Witsel, M., 2025. *Communication Skills for Business Professionals*. 3<sup>rd</sup> Edn. Cambridge: Cambridge University Press.





### **Recommended Readings:**

Anderson, T 2019, *Challenges and Opportunities for use of Social Media in Higher Education*, Journal of Learning for Development, 6(1) p.6-19. Available at: <https://files.eric.ed.gov/fulltext/EJ1212505.pdf>

Ansari, J.A.N., Khan, N.A. *Exploring the role of social media in collaborative learning the new domain of learning*. Smart Learn. Environ. 7, 9 (2020). <https://slejournal.springeropen.com/articles/10.1186/s40561-020-00118-7>

Art of Smart 2021 *How to write a professional email* [Blog post]. Retrieved from: <https://artofsmart.com.au/careers-advice/how-to-write-a-professional-email/>

Belbin n.d, *Team role summary descriptions* [online]. Available at: <https://www.belbin.com.au/the-belbin-model-c63c>

Birks, M., Mills, J., Allen, S. 2020 *Managing the mutations: academic misconduct in Australia, New Zealand and the UK*. Int J Educ Integr 16, 6 <https://doi.org/10.1007/s40979-020-00055-5>

Duckworth, N. 2018. *What is "Visual Persuasion"?* [online] Retrieved from: <https://medium.com/visual-persuasion/what-is-visual-persuasion-2923f264bcfe>

Gibbs, G. 1998. *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Further Education Unit, Oxford Polytechnic.

Jasper, M. 2019. *Beginning Reflective Practice*. Andover: Cengage Learning.

Kallas, B. 2019, Top 15 most popular social networking sites [Blog post]. Retrieved from <https://www.dreamgrow.com/top-15-most-popular-social-networking-sites/>

LeBorgne, W., 2018 *Vocal Branding: How Your Voice Shapes Your Communication Image* TED Retrieved from [https://www.youtube.com/watch?v=p\\_ylzGfHKOs](https://www.youtube.com/watch?v=p_ylzGfHKOs)

Ryan, M., 2011. *Improving reflective writing in higher education: a social semiotic perspective*. Teaching in Higher Education, 16(1), 99-111.

TEQSA 2022. *Academic Integrity Toolkit* [online] Retrieved from: <https://www.teqsa.gov.au/academic-integrity-toolkit>

The Entrepreneur 2019. 13 *Dos and Don'ts of Business Email Etiquette*. Retrieved from <https://www.entrepreneur.com/article/327379>

We are Cognitive, 2021. *Visual Storytelling: What Is It? Why Is It Important?* [online] Retrieved from: <https://www.wearecognitive.com/blog/why-is-visual-storytelling-important>

Yu G, Akhter S, Kumar T, Ortiz GGR and Saddhono K 2022. *Innovative application of new media in visual communication design and resistance to innovation*. Front. Psychol. 13:940899. <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.940899/full#h26>

Witt Communications (2019). *How to develop confidence speaking*. Retrieved from <http://wittcom.com/how-to-develop-confidence-speaking/>

### **Useful Websites:**

The following websites are useful sources covering a range of information useful for this subject. If your assessments require academic peer reviewed journal articles as sources, you need to access such sources using the Library database, Ebscohost, or Google Scholar. Please ask in the Library if you are unsure how to access Ebscohost. Instructions can also be found in Moodle.

- English skills or numeracy/mathematics skills Learning Skills Centre [lsc@koi.edu.au](mailto:lsc@koi.edu.au)



- Library and Information Services Centre [library@koi.edu.au](mailto:library@koi.edu.au)
- Top 10 Presentation Design Trends to Rock this 2020 <https://www.slideteam.net/blog/top-10-presentation-design-trends-to-rock-this-2020>
- <https://www.bbc.co.uk/learningenglish/>