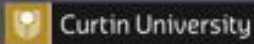


# Reflecting on Professional Skills

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## iPortfolio

Learning happens in the course and beyond, so the iPortfolio is designed to be both Lifewide and Lifelong



## iPortfolio

### The Curtin iPortfolio

A personal on-line space where students and staff:

- collect evidence of learning and professional development
- Seek feedback and collaborate with others
- Showcase skills and accomplishments
- Highlight job readiness to employers

## iPortfolio



## iPortfolio



## iPortfolio

### We learn from others...



## iPortfolio

### We all like feedback



## iPortfolio

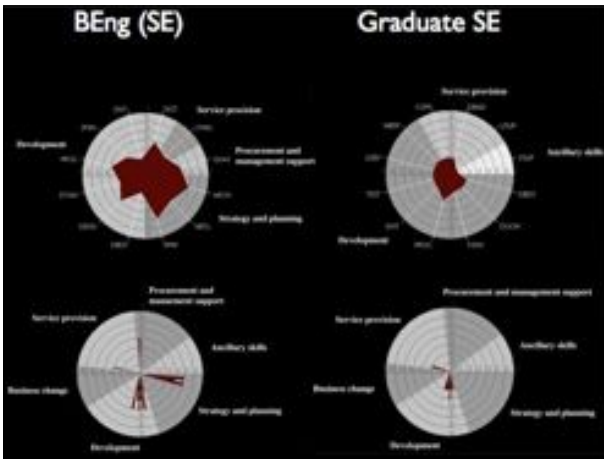
### and others learn from us





SRIA Development Category

Sub-category	SRIA LEVELS						
	1	2	3	4	5	6	7
	Follow	Assist	Apply	Enable	Ensure, Advise	Initiate, Influence	Set strategy, Inspire, mobilise
Systems Development	Systems Development Plan (SDP)						
	Data Analysis (DAN)						
	Systems Design (SDS)						
	Network Design (NTDS)						
	Database Design (DBD)						
	Programming/Software Development (PSD)						
	Safety Engineering (SEH)						
Human Factors	Web Site Specification (WSS)						
	Systems Testing (STT)						
	System Requirements (MSR)						
	Complex Creation (CCC)						
Installation and Integration	Non-functional Needs Anal. (NFNA)						
	Usability Evaluation (USE)						
	Human Factors Integration (HFI)						
	Systems Integration (SIT)						
Parting/Software Integration (PSI)							
Systems Installation/Commissioning (SIA)							



Graduate Attributes

Triple-I experiences

**Curtin's Graduate Attributes**

- 1. Academic achievement
- 2. Problem-solving skills
- 3. Communication skills
- 4. Technology skills
- 5. Working with others
- 6. Leadership skills
- 7. Professionalism
- 8. Innovation
- 9. Global understanding
- 10. Professional skills

**Curtin's Triple-I combination**

- 1. Initiative
- 2. Innovation
- 3. International perspectives
- 4. Information skills
- 5. Information skills
- 6. Information skills
- 7. Information skills
- 8. Information skills
- 9. Information skills
- 10. Information skills

CurtinMobile  
iPortfolio  
Curtin

Graduate Attributes and Employability

http://impact-my.jobstreet.com/

ARE YOU READY TO HELP EXCEED THE ENERGY CHALLENGE?

Successful candidates may start off in any one of the following functions:

1. Business Analysis
2. Project Management
3. Services Management (Applications or Infrastructure Information Management)

Evidence ?

iPortfolio

1 Novice  
2 Advanced beginner  
3 Competent  
4 Proficient  
5 Expert

iPortfolio

My Portfolio

2 with a marketing professional with a strong commitment to ICT education.

1 which to engage my students in learning experiences and assessments that are authentic, using a blended approach to software engineering as practiced in industry.

This article develops significant technical skills and knowledge in my students, while placing equal emphasis on the development of professional skills like teamwork, leadership, and project management.

Communication Skills

1. Writing Skills  
2. Presentation Skills  
3. Communication Skills  
4. Leadership Skills  
5. International Understanding  
6. Professionalism Skills

iPortfolio

Engineer Edger (Example Portfolio)

Currie Winner Sports Team  
Engineering Project Management

Objective

Each year, the Currie Winner Sports Team designs and manufactures a high performance motor vehicle for competition.

Task

In addition to my role in the shop, I served as the Engineering Project Manager, managing a diverse interdisciplinary engineering team.

Analysis

In this role, I led a series of planning workshops to which a SWOT analysis was conducted that identified strengths and skills of the team, potential risks, and a work breakdown structure during the project build for the automobile. Based on this, I developed a formal project plan, and used it to monitor team progress against key performance indicators.

Result

As a result, we delivered our vehicle on time and under budget, meeting all performance targets.

Lessons Learned

I learned that it is necessary to bring resources and people together for mutual team benefit and success, while optimizing and enhancing individual strengths and skills.

Evidence Provided

1. SWOT Analysis
2. Earned Value report showing project progress over the agreed planned progress and actual effort.

iPortfolio

Engineer Edger (Example Portfolio)

CURTIN ENGINEERS CLUB

an event on the Ballista website. The Currie Engineers Fair (CEF) is an annual event that "celebrates the success of our graduates every year including all creative, academic, research and technical achievements of our graduates and the Engineering and Science (E&S) Club. The students take an opportunity to be recognized for the outstanding work they have achieved in their field of study, and to showcase their skills to the industry. In addition, the club is involved with various projects in creating a supportive environment for our graduates by bringing them to stay at our event."

What do I contribute?

I am a team player that has served as several CEF committees, including the Reception Committee and the Publicity Committee for the Currie Engineers and Science Fair.

What do I gain through participation?

The program helps I gain from participation opportunities for professional networking, although I do not get paid for this. I was inspired by seeing young people who are a part of CEF sponsored activities.

Skills

Skills	Activity	My Contribution	Outcome
2008/09 Currie Reception and Sponsorship Committee	2008/09 Currie Reception and Sponsorship Committee	I served on the Publicity Committee for the Currie Reception and Sponsorship Committee for the year. My role was to coordinate the publicity for the event, and to be the point of contact for the industry.	My team was targeted for corporate sponsorship and attendance. The event was a success and the publicity for the event was high.
2009/10 Reception Committee	2009/10 Reception Committee	Developed strategies for recruiting new members that included developing relationships with the various engineering disciplines and departments.	The feedback from our committee's success, resulted in CEF new members.

iPortfolio

Engineer Edger (Example Portfolio)

Engineering Graphics 232

In Engineering Graphics 232 we learned about design engineering drawing. In particular, we learned about how dimensioned and three dimension design drawing and orthographic views, isometric drawing, orthographic views, section views, and three dimension views, and orthographic views.

EG 232 Assignment 1, with feedback in red

In the first assignment we were required to produce a series of technical mechanical drawings that were part of a larger assembly. The drawings were of a part that was used in the assembly. The feedback on my drawings was excellent and I was able to improve my drawing skills.

iPortfolio

Engineer Edger (Example Portfolio)

My Site Visits

Engineer has visited the following sites with me:

Site Visit 1 - Surface Finishes

My visits surface from appropriate work from within AS/NZS 4850.

On our site visits we have had the most experience of a number of surface finishes of various elements and the application of surface treatments. Specific surface finish from metal in the product and use, and the cost of the product. Surface finish is specified in AS 2013-2003 in particular reference to table 3.2.1 and table 3.2.2, section of AS/NZS 4850 Table 3.2.1 specifies all types of specified surface finish/condition. The only option to change surface finish is the surface is specified with the form or finish.

TABLE 3.2.1  
APPLICABILITY OF SURFACE FINISHES

Finish	F class 1	F class 2	F class 3	F class 4
1. Smooth (mechanical)	Higher quality applications. Surface to allow wetting. More possible uniformity of surface.	Medium quality applications. Good quality of edge and corners.	Lower quality applications. May be in stress applications. If necessary, good quality of edge and corner details.	Increased wear resistance. Good general alignment.

iPortfolio

Engineer Edger (Example Portfolio)

Engineer Australia Stage 1 Competencies (Professional Engineer)

The terms provide evidence of the knowledge Base component of the Stage 1 Competency of a Professional Engineer as defined by Engineers Australia. Other components of the Stage 1 Competency Engineering Ability are Professional Attributes, and the focus is on the knowledge Base.

PE1 KNOWLEDGE BASE

PE1.1 Knowledge of science and engineering fundamentals

In several units I have employed my knowledge of the physical and computer science with engineering fundamentals to produce basic physical attributes of mechanical systems. In the second semester, I wrote a program to calculate beam deflection systems. The practical aspect of the effort associated with several different design configurations.

PE1.2 In-depth technical competence in at least one engineering discipline

The Engineering Foundation Year also showed in the Engineering Design, expert student engaged in knowledge that is fundamental to all engineering disciplines. Reporting in the second year, student engaged in an engineering design to develop technical competence in a specific engineering discipline.

**iPortfolio** Danae Shaw (Example iPortfolio) Curtin

My Account | My Profile | My Dashboard | My Activities | My Documents

### Patient Counselling

Assignment: To produce a video demonstrating a counselling session between a pharmacist and patient

Procedure:

- The student has never used the prescription form before and has requested a patient counselling session with a pharmacist at a number of their pharmacies.
- Provide a suitable patient counselling session that follows the GPF counselling checklist.
- The demonstration should be conducted as a role play exercise.
- The pharmacologist, pharmacist, any relevant generalist doctor and Director - Radiation Information leaflet will be the only people present during the session. Any relevant Pharmacy Staff (one needs to be present) may be required to be used.
- The student is not to refer to any notes during the demonstration.
- View card for the exercise in 3 minutes.



My performance was assessed for competence using a "Communication Rubric" that has been attached to give a final assessment score. See below.

**iPortfolio** Brian van Nieuwen Curtin University

My Account | My Profile | My Dashboard | My Activities | My Documents

### Brian's Teaching Portfolio

Welcome to my Teaching Portfolio. Please take a moment to hear about my Philosophy of Teaching and Learning by watching the video to the left.

Additional information about me can be found in my Curriculum vitae, including a breakdown of my teaching history, accreditation results and research experience.



Teaching Record

Over the past 10 years I have been involved in a variety of roles in higher education, including teaching, supervising, and assessing postgraduate students. I have also been involved in research and professional development activities. I have been involved in a number of projects and initiatives, including a number of research projects and a number of publications. I have also been involved in a number of projects and initiatives, including a number of research projects and a number of publications.

My Research Teaching Portfolio

My research teaching portfolio includes a number of research projects and a number of publications. I have been involved in a number of projects and initiatives, including a number of research projects and a number of publications.



**iPortfolio** GSB Georgia (Example iPortfolio) Curtin

My Profile | My Dashboard | My Activities | My Documents

### GSB Professional Portfolio of GSB Georgia

All MBA/MSc Graduate School of Business students are required to log 40 hours in their Professional Portfolio before graduation. In the table below, I record professional development activities I've completed towards meeting this requirement.

Date	Activity	Summary of activity (i.e. attendance, learning outcomes)	Hours earned	Evidence
20/01/2024	GSB Orientation	Introduction to life as student at GSB <ul style="list-style-type: none"> <li>GSB administrative procedures</li> <li>Academic support</li> <li>Systems and tools available to students</li> <li>Academic expectations and</li> <li>Support services with learning resources</li> </ul>	1 hour	
14/02/2024	Business Leaders Seminar Series	Events where emerging issues in business are addressed by prominent business practitioners <ul style="list-style-type: none"> <li>A student and cutting-edge development in business</li> <li>A unique view into the cutting edge of business</li> <li>The importance of networking and mentoring</li> </ul>	1 hour	
01/03/2024	Presenting Business Plans	Delivered a workshop on delivering business plans <ul style="list-style-type: none"> <li>Content about</li> <li>Effective presentation strategies</li> <li>Using graphs and images to convey business data</li> </ul>	1 hour	


**iPortfolio** SE Project 451/452 Curtin

- Situation**  
Final year Software Engineering Capstone Project
- Task**  
Balance technical & professional learning outcomes
- Action**  
CMM-I & Poster session on Management Role
- Result**  
Students reflected critically on Management Role
- Lessons Learned**  
Authentic experiences lead to intended outcomes

**iPortfolio** Curtin

### Agile and Assisted Digital Living Planning Manager

Portfolio Case



The dashboard features several key components:

- Goal 1: Be a transparent and effective** - Includes a bar chart showing performance metrics.
- Goal 2: Support the business activities** - Includes a bar chart showing business activity levels.
- Capacity Planning Model Comparison** - Includes a map showing geographical data.
- Risk Management** - Includes a bar chart showing risk levels.
- Goal 3: Produce a complete, precise and accurate plan for the team** - Includes a line chart showing plan accuracy.

**iPortfolio** Curtin

### Closing thoughts...

- Student Software Engineers  
--OF--  
Software Engineering Students?
- We have a responsibility to model the attributes of a professional to our students
  - Lifelong and lifewide learning
  - Professional Conduct
  - Reflective practice

**iPortfolio** Curtin



A photograph showing a group of people in a professional setting, likely a conference or networking event. They are standing around a table, engaged in conversation. The setting appears to be a well-lit room with a white tablecloth and various items on the table.



A photograph of a classroom where several students have their hands raised, indicating they want to speak or ask a question. The students are seated in rows, and the focus is on their hands in the foreground.