

# COLLEGE OF SPORT AND EXERCISE SCIENCE

## Career Development and Employability Report Writing Guidelines

(For students completing their second CDE placement ONLY)



Career Development and Employability Website:  
[www.staff.vu.edu.au/hmrpcpd](http://www.staff.vu.edu.au/hmrpcpd)

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## Career Placement Report Submission Requirements

- Late Reports:** The placement contract provides students with a due date for report submission. Late reports will receive a **maximum** 50% grade only unless a valid reason is given and a new submission date arranged with the VU placement supervisor named on the contract **before** due date.
- Bind Report:** The career placement report is to be submitted as a **hard copy A4** business report that is bound (no ring folders or plastic pockets). The report is graded and returned to the student by post as it is evidence of the student's professional report writing skills and can be used during future job interviews. **Please submit the CDE mail box #30, Building L, Level 1.**
- Title Page:** The career placement report **must** have a title page which includes the name of the study unit, the student's name, date of submission, the VU supervisor's name and the name of the host organisation where the placement took place. **Also include a return postal address as report is posted back to you once graded.**
- Table of Contents:** The report **must** contain a table of contents and **each appendix item to also be titled and numbered and listed in the table of contents.**
- Spacing:** The report has normal margins (2.54cm) on either side of the page. The report is 1.5cm spaced and in 11 or 12 point font. Indented quotations of more than three lines are single spaced.
- Pages:** All pages are to be numbered on the right hand side at bottom of page. It is preferred that pages are double sided.
- Referencing:** All ideas, information from books, brochures and websites or quotations must be acknowledged appropriately using APA referencing system. Plagiarism and Collusion will not be tolerated in this report. There are a range of penalties which will be applied if a student is found to have plagiarised.
- Proofreading:** **Up to 10 marks will be deducted** from the overall report grade for poor formatting, poor sentence structure, spelling and grammatical errors.

**NOTE:** Please refer to the report example in [9.0 – Student Example](#). The example will provide students with information to assist with report writing. Read the instructions provided to introduce each section before starting to write each section. The guidelines represent the teaching and learning modules in the career development and employability unit and has been devised to ensure understanding of career development concepts and appropriate answers are provided.

### Outline Summary of CDE Report Contents

Section 1: The Organisation	5%
Section 2: The Placement Chart of Hours	5%
Section 3: Graduate Capabilities	15%
Section 4: Becoming a Reflective Practitioner Part 1	25%
Section 5: Becoming a Reflective Practitioner Part 2	25%
Section 6: Resume Entry	15%
Section 7: Evaluation VU CDE Program	
Section 8: Appendix, presentation and visit	10%
Section 9: Student Example	
Section 10: CDE Placement Report Grading Rubric	

## 1.0 The Organisation

Grade value 5%

Research the overall host organisation, create and fill in a table. Content headings are provided below.

### Description of organisation

#### 1.1 Contact Details

Name of organisation:

Phone:

Organisation website address:

Name of the division/section in which the placement occurred:

#### 1.2 Supervisor's Details (100 words)

Name & Job Title:

Career History:

Provide a brief narrative of the supervisor's career history up to current position (Conduct an information interview with your supervisor to obtain this information). Please DO NOT attach the supervisor's resume.

The career history should tell a story about your supervisor's career history.

## 2.0 The Placement Chart of Hours

Grade value 5%

A chart of hours is required by all students.

The chart of hours includes a timetable summary indicating the dates, hours of attendance and brief descriptions of each task undertaken during every visit to the workplace. It should also include a **brief reflective statement** about the day's activities. Please note, if the student does the same thing every day, do not repeat it - group days and dates and give one detailed explanation of the task. **If a pamphlet, letter, brochure, or other documents were produced by the student during placement, refer the reader to the appendix where a copy must be included.** Title and number each item in the appendix.

## 3.0 Graduate Capabilities

Grade value 15%

This section is designed to teach students self-marketing by learning how to communicate their skills and achievements in writing and verbally. **For most students career placements will provide a significant contribution to their resume and future job interview responses.** Therefore mastery of the skills required in the Graduate Capabilities Section of the report will be critical to the student's success in gaining employment after graduation. Students are asked to select **3 different** graduate capabilities from the list below and describe a placement situation to demonstrate the student's ability to perform the identified capability. Before writing this section please read the information directly below and refer to SAR structure of response in your unit resources handbook.

**Graduate Capabilities** – (choose only three to write about)

1. Problem solving
2. Written communication
3. Verbal communication
4. Teamwork
5. Working autonomously
6. Working in an environmentally, socially and culturally diverse responsible manner
7. Locate, critically evaluate, manages and uses written, numerical and electronic information
8. Management of learning and career development opportunities

Select 3 different graduate capabilities and for each graduate capability provide one example of where and how the student has used this graduate capability during the placement. Use the format and framework (SAR) as outlined below. 200 word limit for each graduate capability.

<b>Graduate capability</b>	<p><b>Achievements/Accomplishment (100 - 200 words only)</b></p> <p><b>Use the S.A.R. Framework</b> described on page 5.</p> <p>Concisely describe what you did. Provide evidence or proof of abilities to perform the skill. Use action verbs and numerical information to assist the reader to grasp the breadth and depth of what the student did and the successful outcomes. Numbers help paint the picture, are often impressive and should be used to write each achievement or accomplishment statement. Be specific and factual, do not make broad statements. The difference between an achievement and accomplishment is described below.</p>
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### Achievement Verses Accomplishment – The Difference

When writing the resume or answering job interview questions, the student will be able to give an **achievement** (or an **accomplishment**) as evidence of the ability to meet the selection criteria for the position.

- a. **Achievement** = A successful work outcome obtained especially by effort, resolve, persistence or courage, a work outcome that is the product of your skills, an activity that displays your ingenuity or a performance on the job that is of a high quality or has improved on what has been previously achieved or completed.
  - b. **Accomplishment** = Work activities that you are skilled or proficient at performing, job tasks that you are able to do to a proficient level, an acquired ability or skill or your ability to fulfil a task.
- Achievements and accomplishments statements are able to communicate the value the student will bring to a workplace. It is more effective to use these statements rather than a list of duties or responsibilities on the resume. The achievement focus helps to ensure graduates survive the initial resume screening process and are given the opportunity to present at a job interview. Future employers will be far more interested in the application of your skills and achievements than in a list of duties and responsibilities.
  - A "skill based achievement/accomplishment focused resume" is a preferred and more effective tool for new graduates who may not have a very comprehensive work history in the exercise, sport and recreation field.
  - Importantly students should also take note to include any measurable or quantifiable achievements as numerical data is a very effective self-marketing tool.

### The S.A.R. Framework

The S.A.R framework is currently used in the corporate environment when training people to perform well during job interviews and to write winning resumes. It is a clear, easy to follow, and remember method of presenting actual work experiences as achievements/accomplishments to support claims regarding professional abilities. The S.A.R framework is a structure students can utilise to shape and construct concise stories that prove work achievements or accomplishments.

#### S = Situation

Set the scene, explain the context and put the reader into the picture to help the reader fully understand the student's circumstances before hearing about the student's actions. Consider stating numerical information like annual turnover in \$\$\$ for the organisation, number of customers a year, per shift or programme and number of staff working at the organisation, in the programme, section or office where student was working. These numbers help the reader grasp the context of where the student was when performing the actions about to be described.

### **A = Action**

Describe the actions undertaken by the student during the situation that has been outlined. Use numbers. Keep asking yourself - "And then what did I do?" **Students should only discuss their own actions** here in other words personalise and own what you did. **Avoid using "we"**.

### **R = Result.**

What were the outcomes or results of your actions? This is a success statement to communicate achievement or competency. E.g. 50% increase in participant numbers or generated \$10,000 income or was promoted or offered a job.

## **Graduate Capabilities: Definitions and Examples**

### **Problem Solving**

#### *Definition:*

*The student's capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the desired solution are clearly evident and in situations where critical thinking and a creative approach to achieve an outcome is required. Problem solving involves identifying the problem, finding the root cause, thinking about the best solution to fix the problem and then deciding to implement the change to produce a better outcome. This process also involves the student being able to recognize and reflect on the ethical issues involved when selecting a strategy to solve the problem. The student should also evaluate the effectiveness of methods being used to solve the problem and make changes where necessary.*

### **Written Communication**

#### *Definition:*

Written communication may include writing to the needs of the audience, writing in a number of genres such as academic essays, business reports, letters, journal articles, case studies, laboratory reports, promotional brochures and flyers, sponsorship proposals, business plans, taking notes or minutes at meetings. It also includes the student demonstrating an understanding of the importance of professional presentation and expression.

### **Verbal Communication**

#### *Definition:*

Verbal communication may include either communicating one-on-one or to groups, or talking on the telephone, listening and understanding, speaking clearly and directly, empathising and understanding the needs of others, being assertive, sharing information, persuading effectively, negotiating responsively.

### **Teamwork (Collaboration)**

#### *Definition:*

Working as a professional, collaboratively in teams and with others. The capacity to interact effectively with other people both on a one-to-one basis and in groups, including adaptability, understanding and responding to the needs of others and working effectively as a member of a team to achieve a shared goal.

**Working autonomously:***Definition:*

Working as a professional independently or a willingness to take responsibility. Able to plan and organize one's own work activities, including making good use of time and resources, establishing clear project goals or project outcomes, seeking needed resources to complete set tasks, setting timelines, sorting out priorities, coordinating tasks for self and with others and monitoring performance, taking initiative and making decisions, predicting – weighing up risk, evaluating alternatives and applying evaluation criteria.

**Working in an environmentally, socially and culturally diverse responsible manner:***Definition:*

This may include: appreciation of environmental issues and sustainability, dealing with or working sensitively with people from different cultural understandings, sensitivities, meeting people from different backgrounds to your own, appreciating and valuing differences, able to function in a multicultural environment or working with special populations such as older adults, people with disabilities, youth at risk and so on.

**Locate, critically evaluate, manage and use written, numerical and electronic information:**

For example tasks could include:

- Use IT skills to locate activity ideas to enhance program or find latest research re exercise protocols.
- Perform statistical and other calculations.
- Critical thinking (evaluation of information) – The capacity to sift and sort information to select what is required. Present information in a useful way, evaluate information itself and the sources and methods to obtain it.
- Research to enhance your contribution e.g. finding new games, fitness activities or diet information.

## 4.0 Becoming a Reflective Practitioner Part 1: My Professional Development

**Grade Value 25%**

Reflective thinking and writing is an important part of university life and work. Your placement is one learning environment which provides an opportunity to connect with an organisation and apply the skills, attributes and knowledge as a paid employee would. Reflecting on this experience is vital to grasp the entire experience and what these means to your employability: what you have learned, contributed, and the differences you have made (Grant, M, 2018).

### 4.1 The Future – My Career Strategy

#### 4.1.1 Placement Outcomes:

Career placement often results in some very good career outcomes for our students.

In a table format please include only the career outcomes applicable to your placement and explain briefly.

Career Outcome	Yes ✓	Brief explanation of career outcome that eventuated for you.
01 - Offered job after finishing the degree		
02 - Offered a job while a student that became an ongoing role after finishing the degree		
03 – Offered part-time work after finishing the degree		
04 - Offered full-time work while still a student		
05 – Offered part-time work while still a student		
06 – Offered casual work while a student		
07 – Offered casual employment after finishing the degree		
08 – Offered ongoing voluntary experience after the placement		
09 – Your supervisor has agreed to act as a referee for you.		
10 – You have gained a valuable network contact		
11 – None of the above		
12 – Other. Please explain.		



#### 4.1.2 Comparison of placement 1 (70 hours) and Placement 2 (140 hours).

1. Write a descriptive comparison of your 70 and 140 hour CDE placements. Make note of the additional gains you have made from your second placement and how they have impacted your professional development (100 words).
2. Has this second placement experience confirmed a career direction or do you remain undecided about your career future? Briefly explain.

#### 4.2 Next career strategy:

4.2.1 What will you do next to manage your career development and help you to reach your ideal job or find a career direction?

4.2.2 Recommend at least two immediate career management strategies such as:

**Recommendation 1:** Networking (who and why?)

**Recommendation 2:** Acquisition of skills (which skills, why?) through part time employment (where, when?)

\* SMART goals are very specific, measurable, attainable, relevant and time bound\*

Ensure you do act on these goals/recommendations and be proactive and strategic about driving your own career development.

## 5.0 Becoming a Reflective Practitioner Part 2: Reflection to Improve Professional Practice

Grade value 25%

Reflection about programs, tasks in a workplace or the overall workplace is active and deliberate thinking about relevant aspects and linking these to examine, understand and improve professional practice. During reflection we gain insights or a clearer understanding of the relationships between what took place, the intended purpose, any difficulties that may have arisen and the causality for success or failure.

Section 5.0 requires the student to examine closely and discuss in detail an aspect of their placement. A reflection may include an analysis of: tasks or situations that arose, the overall program or critical incidents that occurred during the placement. Students **describe** what happened in the context section, **analyse** why it happened by bringing together all contributing factors in the critical analysis section, **form an opinion** in the considered opinion section and make **recommendations** for the future based on what was learnt through reflection. This reflection is to be two full pages or a minimum of 800 words. See ideas for this reflection on page 19.

**Students should use the headings provided below to structure this reflection on professional practice.**

### 5.1 Context:

Fully outline the situation to put the reader clearly in the picture by **describing** the task/program/activity that has occurred and is to be analysed. Use the **situation, action, result** story telling format to concisely describe the task/program/activity. Ensure important background is established for the reader including the original goals, background, history, purpose or expected outcomes for this task, program or activity, who was involved, what happened, what action was taken and what were the outcomes/results of the task/program./activity. **Assume the reader knows nothing about the organisation, situation or industry** and this will help you to provide sufficient detail.

### 5.2 Critical Analysis:

Critical analysis involves 'stepping back' from the task, program or activity to **explore all possible factors contributing to outcomes**. Identify, break down into parts and link a number of possible factual reasons that have contributed to a task/program/activity's outcome. In the critical analysis the student should communicate their understanding of **all relevant causal issues and concepts** influencing the task/program/activity (show how you understand why things happen in professional practice). **NO NEW** information. All analysis should be on what is outlined in the context.

- If you are just DESCRIBING events that happened then you are NOT providing a critical analysis. You are still only giving the context (Section 5.1). Move beyond describing something and **explore the wider contextual factors**.
- Keep the focus on the subject of your analysis, not on yourself. Remain open-minded, well informed, and factual in the critical analysis.

Ask yourself what are the underlying positive and negative factors contributing to outcomes in professional practice? Remember high level critical reflection takes into account past history, traditions, cultural influences, finances, risks, personalities, political or policy factors, current societal moral and ethical values as well as beliefs, biases and accepted assumptions operating behind what happened in the in the task/program/activity. See pp. 17-18 for some prompts to help write this section.

### 5.3 Considered Opinion:

Reflect on what happened after all the contributing factors have been explored and presented in section 5.2. The student can now make informed judgements to write section 5.3. For example, in your opinion, why do you think something happened or in your opinion what are the strengths and or weaknesses?

Reflective practitioners base their opinions on all the facts, back them up with evidence and keep an open mind to improvement. Therefore student's considered opinions (judgements) should be based upon or backed up by and discussed in relation to the student's current sport, exercise science or recreation **knowledge and related theory or ideas learnt during their university course**. The criteria to make judgements may come from lecturers, other experts, the literature or student's past experience.

#### 5.4 Summary:

This is **not a conclusion** it is a concise summarisation of the main points and findings from sections 5.1, 5.2, and 5.3. Do not start writing about something that has not already been discussed in the previous sections.

#### 5.5 Recommendations:

Provide a minimum of two recommendations for the analysis. A recommendation does **not include reasons why you are making the recommendation** as the reasons have been mentioned in and are obvious from previous discussions in sections 5.1 – 5.4.

A recommendation is a **concise statement** with a suggestion, strategy or approach, which if implemented, may lead to improved performance and/or better outcomes for the organisation, staff or client group. A recommendation is about what you think needs to be done in the future as most projects, programs or systems can be improved.

**Ensure recommendations are clear and logical outcomes from the discussion in Sections 5.1 – 5.4.**

### Writing Reflections

In many workplaces the reflection process is: plan, do, review and improve. Therefore, reflection is a very important skill for all practicing professionals. Employers value and need people with skills in critical reflective thinking. This section has been designed to develop the student's ability to improve practice and personal professionalism by thinking and writing about what they saw and experienced whilst on placement. During reflection students develop skills to: creatively and effectively solve problems, work professionally and ethically, move beyond prescribed approaches to achieve better outcomes and tackle challenges directly.

Students are asked to reflect upon and critically analyse practices, tasks, overall program, systems, events or critical incidents and give opinions, which may be formed by comparing what is known (from personal experience, observing other organisations and from knowledge gained via University classes) with what was observed at the placement.

A critical reflection includes both when tasks, programs, systems, events or critical incidents went well and times when you found the placement challenging. For example, the reflection could be about: the key elements of good practice, a positive or negative experience for clients, effectiveness of the program in achieving predetermined goals, risk management issues, your perception of how the clients felt or experienced the activity, an example of university knowledge being applied in the workplace, an unexpected problem, an assumption you had that has now changed and so on.

*“The act of writing facilitates deeper analysis of the experience through assessing and articulating it. This activity assists the writers to stand outside the experience, to see it more objectively, and to become detached from the emotional outcomes” (Pavlovich, 2007, p.284)*

Analysis (all factors contributing to how and why?) and providing a considered opinion require higher order thinking skills. Below are some **prompts** for students to consider before writing reflection:

- Were outcomes achieved and if not, why not?
- Financial considerations e.g. did the activity generate a profit; was there government funding or were charges to clients fair? Are finances adequate? (Be realistic for current economic climate)
- Were customers or clients satisfied? Why or why not? How do you know? Was it their body language, comments made or something else?
- Were quality services provided or resources produced? With what evidence do you gauge this? Does your previous experience inform your thinking?
- Were appropriate risk management or safety procedures followed? What worked and why? What did not work and why?
- How did leadership or management styles impact the task, program or event?
- Were staff adequately qualified and resourced for the task? Why or why not?
- Did staff cooperate and work well together? How did they complement one another?
- Which relationships worked well in the program and why or why not? How do you know this?
- Which systems or strategies worked well and why? Which failed and why?
- Are there underlying problems that need to be brought out into the open e.g. inadequate policies, funding, staff under-resourcing or “we have always done it this way”?
- Were there any critical incidents? E.g. lost or injured student, supplier not arriving at the event, funding being reduced, too many people or too few for the program. What happened? Why do you think this occurred? What values, beliefs, assumptions may explain this incident? What are the implications for future practice? How might things be done differently to avoid similar problems?
- Was the task based on sound assumptions or reasoning? If not, discuss your perceptions. For example, health materials were produced in only one language in a very diverse multicultural community.
- Were professional standards and ethics adhered to at all times by the organisation?
- Was there enough time to prepare and provide a quality outcome?
- Did the process followed work well e.g. sequence of events, or ordered steps? How could it be improved? Why does it need to be improved?
- Was this program inclusive (e.g. low socio economic groups, multicultural groups). What were the barriers to inclusion? What barriers were not addressed?
- Does the program have any marketing issues?
- Can you see potential for ways the activity can be developed even further?
- Is this program, project or event the best use of community money? Why not? Are the returns worth the effort? How?
- How did communication affect the program’s success? E.g. were there issues with signage?
- What are the cultural and social values operating or the cultural background and social status of people involved?
- Which government policies are impacting outcomes?

Write up the entire placement as the **exact entry** that will be recorded on the student's resume under the work experience or voluntary section of the resume. The resume entry must be **formatted as it will be in a resume** and written as an achievement focused statement using numbers that succinctly communicate experience and displays excellent knowledge of self-marketing. DO NOT include your whole resume in this report.

## **7.0 Evaluation Victoria University Career Development and Employability Program**

This section requires the student to evaluate Victoria University's Career Development Program. Constructive feedback is essential to enable staff to continually improve the program. The following sub headings will guide your evaluation. You can evaluate any aspect of the CDE Program. Any feedback is appreciated. You may alternatively provide this section confidentially to the unit coordinator rather than here in the report.

- Classes, workshops
- Assessment
- Online contract system
- Opportunity awareness for selection of placement e.g. database of previous year placements and guest speakers
- Report requirements and report writing guidelines booklet
- Victoria University staff career coaching / counselling and support
- Career Development emails concerning placement and job offers
- Relevance of career development learning to future career success
- VU staff visit to placement. For example:
  - Helpful personal career coaching provided by the VU supervisor who visited you at placement  
or
  - Useful discussion between placement host supervisor, VU supervisor and student concerning student's strengths, weaknesses and future career strategies.

## 8.0 The Appendix, presentation and visit

Grade value: 10%

Each section of the appendix should be titled and individually listed in the "Table of Contents", with all pages numbered. Included in the appendix are:

### 8.1 CDE Contract: Signed Student Copy

### 8.2 Student's work and any items the reader has been referred to in the body of the report

The appendix contains any supporting information regarding the placement including samples of any reports, organisational charts, flyers, policies, lesson plans, programs, documents, web pages, manuals and letters the student has personally contributed to during the placement. These items are hard evidence of your abilities and can be used to create career portfolios (Evidence of your skills for job interviews or information interviews to showcase your past achievements).

**Each item should be individually numbered and given a descriptive heading.** For example: Appendix 1 – Start to Finish Organisational Chart, Appendix 2 – Sussan Classic Sponsorship Letter, Appendix 3 – Grade 8 Hockey Lesson Plans. **Always refer the reader to the appendix item when discussing in the body of the report.**

### 8.3 Photocopy of the letter of thanks or thank you email sent to the host supervisor (sample structure below)

	Your Name
	Your Phone Number
	Your Email Address
Date	
Their Name	
Their Position Title	
The Organisation Name	
Address	
Dear First Name, (Do not put Mr/Ms and their surname as you have worked with this person as your direct supervisor and should be on first name terms)	
Your content	
Yours sincerely	
Your Name and Your Title (if appropriate)	

### 8.4 Host organisation supervisor's evaluation report on the student placement performance

It is the responsibility of the student to ensure the supervisor fills out the evaluation form and returns it to the student or alternatively sends it to the VU lecturer or placement supervisor who visited the student. The evaluation is often completed at the end of the placement during a final meeting between the host supervisor and the student. **Students cannot receive a pass for the placement if supervisor's evaluation is not returned.** Preferably it is in the student's report as part of appendix 8.4. This document can be located in the Word attachment sent via 'no reply' email to the student when their CDE contract was approved.

### 8.5 Signed Workplace and OHS Site Induction Checklist

Students receive a copy of the OHS Induction Checklist in the Word attachment (as mentioned above 8.4) when their contract was approved. It is the responsibility of the student to ensure that they receive an OHS Induction from their Host Organisation Supervisor. Please have this signed when the induction is complete and attach as Appendix 8.5.

### 8.6 Presentation of report – Bound, contents page, clear sections and subheadings, etc.

### 8.7 The student has organised and received a visit.

#### References:

Pavlovich, K. (2007). The development of reflective practice through student journals. Higher Education Research and Development, 26(3), 284.

## 9.0 Student Example (Thomas Balme, 2018)

**Contents Page** – Please include one that corresponds with your report using the required headings.

**Format** – Ensure that you use the correct headings and lay the report out professionally. The example below has been condensed to fit into this report.

### 1.0 The Organisation

#### 1.1 Organisation Details

[REDACTED]  
[REDACTED]  
[REDACTED]@ [REDACTED].com.au

#### 1.2 Supervisor Details

[REDACTED]  
General Manager of Women's Football  
[REDACTED]@ [REDACTED].com.au

[REDACTED] is seen among the circle of AFLW and the greater AFL as being a trailblazer in the development of Women's football, playing a pivotal role in making it what it is today. Through hard years in the 1990's and 2000's, [REDACTED] was a key figure in Women's football, creating her own football team (playing over 300 games), before becoming involved in the sport off the field, as president of the Victorian Women's Football League. [REDACTED] worked at the [REDACTED] in a 6 year stint prior to her current, before moving to [REDACTED] FC to head up their push for Women's football at the highest level to be a reality, which was successful and was appointed the Head of Women's Football Operations in 2017, before finding her way into the same role back at the club she had worked at years before and adores unconditionally. On top of a playing and administrative career, [REDACTED] is also a renowned coach, having been in charge of the [REDACTED] VFL team and the Victoria coach in the recent State of Origin game. Despite no university degree (although an AFL Coaching qualification and various leadership certifications), [REDACTED] is a self-made woman who has worked unbelievably hard over a number of years to bring not just her career, but Women's football to where it is today, finally getting herself and the sport the recognition they deserve.

### 2.0 Placement Chart of Hours

Date	Hours	Tasks Please <b>INCLUDE</b> a reflective sentence representative of the entry
28/6/18	8	Inducted into the organisation, given a tour of the offices, introduced to the team. Explained what my role was and the expectations of me. I was shown how to watch vision and how to code player involvement.
5/7/18	8	It was explained to me the greater plan of my work, which matches to watch and how to track which games had been done by other members of the team, and which ones needed to be done. I then continued with coding player involvement.
12/7/18	8	Coded TAC U18 games, by only identifying players that influenced the play, clicking on a number for the team they played for to create a file of their footage.
19/7/18	8	Continued coding TAC U18 games, identifying player involvement. As there was another cadet with me, this moved quickly, and we were both able to complete a large bulk of the work.
26/7/18	8	Finished coding TAC U18 games, identifying player involvement. After this, I was shown how to pull all the individual player vision and move it into a file on them, and then name the file with their player number and put the player files into folders by team. From this, I spent a bit of time updating the spreadsheet to include a progress tracking system of which players/teams this had been done for.
2/8/18	8	Continued sorting and putting into folders, the player footage for the TAC U18 players. This was finished late in the afternoon and the spreadsheet was updated.
9/8/18	8	Taught how to code individual player season performance. This new form of coding was complex, so I was given a guide to study.
16/8/18	8	Used my newfound knowledge in coding individual player performance and skill execution to code VFLW player games. Used a spreadsheet to keep track of which games had been coded.

23/8/18	8	Continued coding VFLW player skills. Updated and organised the spreadsheet used to keep a track of progress, so that it was more visually appealing and had a legend to track progress.
30/8/18	8	Became more fluent in my understanding of coding, by talking to a member of the men's recruiting team about little nuances of coding that I could improve upon.
6/9/18	8	Continued coding VFLW player skills. This was completed, and the spreadsheet updated. I then used my time to label folders properly (organising) before my next task the following week.
13/9/18	8	Introduced to player coding of TAC U18 games, which I had initially begun my placement by just assessing which player was involved in the play, but now I could follow through and code what the player had done and if it was effective/ineffective.
20/9/18	8	Continued player coding of TAC U18 games, using my skills as a coder and knowledge of the game to analyse specific traits and skill execution of players for the use of drafting footage material for coaches.
27/9/18	8	Continued player coding of TAC U18 games. Completed one whole team of player footage.
4/10/18	8	Continued player coding of TAC U18 games. My skills as a coder were reaffirmed by a conversation I had with one of the men's team recruiters about the nuances of coding and what sets good coders and analysers apart from average ones, able to use that conversation to improve my skills.
11/10/18	8	Continued player coding of TAC U18 games. Focussed on developing my coding skills, and trying to improve them, now knowing how to best execute coding tasks.
18/10/18	6	Continued player coding of TAC U18 games. I was able to have a discussion with the head of Women's Football, [REDACTED] about an opportunity to present my thoughts and sit in on a draft preparation meeting the following day.
19/10/18	3	I was asked out of all the cadets/placement students to come and sit in on the draft analysis and plan of attack meeting, where all the senior members of the football department sit and discuss a strategy for drafting, taking notes of what goes on in these meeting behind closed doors. At the end I was asked what I thought and my opinion of some players that I had been coding the vision for throughout the year, which I took as an honour and presented my thoughts on the players in question. This was one of the greatest experiences I have ever had put forward to me.
23/10/18	4	Invited to be a part of the AFLW draft as a member of the [REDACTED] support staff. I sat in the audience of the live draft with a list of draftees and the order the [REDACTED] wanted to pick them and ticked off which players were drafted where. I was also asked to contact the players that the [REDACTED] drafted to congratulate them. This experience gave me a chance to talk to esteemed members of the football club and network with them, with was an invaluable experience for me.
1/11/18	8	Coded underage TAC U18 footage, including effective/ineffective skill execution for the purpose of next year's draft.
<b>Total Hours</b>	<b>140</b>	



### 3.0 Graduate Capabilities (x 3 examples)

#### Locate, Critically Evaluate, Manage and use Written, Numerical and Electronic Information

At the Western Bulldogs, the nature of my role as a recruit/scouting assistant meant that I was required to be proficient in electronic and computer skills. Luckily, as a millennial, and growing around computers, I was more than familiar with common programs such as Word and Excel used at the [REDACTED]. But being new to coding and player scouting, I was introduced to a program called Sportscode, used internationally and regarded as the premier scouting and talent identification tool used by over 160,000 sporting clubs, from local to professional and international. Having never used Sportscode before, a quick and strong learning curve was required to get the best quality coding. Being very comfortable with mastering new computer programs, I was able to watch YouTube tutorials in my own time and study the online instructions and features of Sportscode to gain a greater depth of understanding of the program. As a result, my coding was often commented by supervisors as having exceeded their expectations in both quality and promptness, being able to use generally hidden features, such as the 'organising window' and the use of multiple tabs to code larger amounts and high-quality vision of 150+ TAC and VFLW players.

#### Working Autonomously

Although I was a member of the team of cadets and students undertaking placement at the [REDACTED], as well as a member of the AFLW recruitment team and wider AFL recruitment team, my work was completed independently and after being explained what my objectives were, I was generally left to work autonomously to my own standards and project goals. On a day when none of my three main supervisors were in the office or easily reachable (various meetings or overseas), I had a project to be carrying on with, coding a 'young guns' VFLW game. I was simply told there was the video to be coded on the desktop, so I set about creating a new spreadsheet with the names and numbers of the players (found through a website on the VFLW page) to record which players had been coded and which numbers they were wearing, as well as their teams. As I had no timeline to work to, I was able to set myself deadlines that I found both challenging and realistic. As a result, I was able to code, record and complete the 'young guns' game in that day, a key game (I later found out in my invitation into the draft planning meeting) that was used in the drafting of a player in the recent AFLW draft.

### 4.0 Becoming a Reflective Practitioner Part 1: My Professional Development

#### 4.1 My Future Career Strategy

##### 4.1.1 Placement Outcomes (include only the outcomes which are relevant)

Career Outcome	Yes ✓	Brief explanation of career outcome that eventuated for you.
01 - Offered job after finishing the degree	½ ✓	I have been offered work next year once I have finished university, so my resume was sent in so that if a job came up that I would be fitted for, I would already be considered.
07 – Offered casual employment after finishing the degree	✓	I have handed in my resume and have been told to apply for jobs at the [REDACTED] when they come up and/or are sent to me. One of my supervisors, [REDACTED] has also said she would consider me to help out at casual events next year such as a talent identification day for AFLW.
08 – Offered ongoing voluntary experience after the placement	✓	After completing my hours, I was told it would be appropriate for me to stay on to continue helping out where I could in the AFLW recruitment department.
09 – Your supervisor has agreed to act as a referee for you.	✓	I have a referee on my resume now from one of my supervisors, [REDACTED], whom I got to know well by the end of my supervised hours.
10 – You have gained a valuable network contact	✓	Not just in the women's department, but I now have the names and have given a good impression to the men's team as well, gaining a number of contacts and emails to be used in my pursuit of a successful career in the sport science industry.
12 – Other. Please explain.	✓	Was able to sit in on a draft preparation meeting behind closed doors, and also to be a part of the [REDACTED] team at the AFLW draft.

#### 4.1.2 Comparison of Placement

In the two years between the conclusion of my 70-hour and conclusion of my 140-hour placement, I was able to step back and have a look at how my behaviours knowledge of football influenced my workplace experience. From a football perspective, my knowledge of the game has gone to another level, with the hands-on experience I received in my 140-hour placement helping me identify talent and grasp the idea that sometimes it's not just the number of kicks a player gets, but the work they do when they don't have the ball in their hands and the character they hold, that determines whether that will fit into a team. From a workplace perspective, I have seen the amount of work that recruiters do outside of the 9-5 hours, the vision they watch and the discussions they have. This placement had more of a social feel to it, and I was able to take advantage of that by listening and engaging, to witness the diplomacy that football clubs have when discuss recruitment. As a professional, I can now see the benefit of a club doing their due diligence into a player, as the more work done early, the less panicking and surprises come later. Overall, I think the biggest difference between my two placements was the social aspect, where I was able to talk and discuss my opinions, learning from other professionals what it takes to succeed and the nuances that stand out in the recruiting business.

This placement has confirmed that AFL recruiting is something I would like to pursue, as the VU workshops helped me to realise that the values and skills I desire/possess match up with recruiting, and I have found something I am passionate about and adept at. For the time being, I would like to give this career path it's time to eventuate into something.

In order to reach the next step in my career development, some short-term recommendations/goals I have set are:

##### **Recommendation 1:**

Building my network. As I am planning to take the year off further studying next year, it is important I look after my career advancement and set myself up long-term. Building my network will assist in holding me in the best possible stead for launching a career, as I have all the tools (LinkedIn, business cards, strong resume). Next year, I aim to build a professional network by using the opportunities given to me at the [REDACTED] to meet new people and have a stronger LinkedIn profile, with my 'skills' being verified by my new connections. Marketing skills will also fall under this goal, as the stronger my marketing skills are, my networking skills will flourish and vice versa.

##### **Recommendation 2:**

Hard working. As a tester for full-time work this year at placement, my attitude towards my placement was good, but it could have been stronger. Juggling university with 5 units and placement, as well as part-time work was difficult, and at times I found myself feeling like my adequate performance could lead to me being expendable. I was able to pull it together and work really hard at my projects and tasks at the [REDACTED], but next year with my opportunities at the [REDACTED], I want to be known as the hardest of workers, putting in time outside of my expected hours, and my work doing the talking. My goal is to be seen as indispensable so that if I were to be replaced, that I would be noticed, because I always put in the extra work and did the little things to stand out. With every opportunity, I want to be putting in 110%, so it's noticed by others and in my work.

## 5.0 Becoming a Reflective Practitioner Part 2: Reflection to Improve Professional Practice

### 5.1 Context

At [redacted] offices), level three is dedicated to recruiting and talent identification, as well as the presence of a couple of meeting rooms and a large boardroom. In years prior, the women's recruiting and the men's recruiting were on different levels both literally and figuratively. With less staff and funding, the women's side of AFL has taken a back seat, but with AFLW becoming a reality in the last three years, funding and staff are both increasing astronomically. As a result, this year, the AFLW recruitment team was moved up to level three, to form a large (all inclusive) recruitment team for both AFL and AFLW, however, the level still seems to be dominated by the sheer number more staff dedicated to men's AFL. The environment on level three is jovial and everyone there is passionate about their football, but the talk is always about men's AFL, with very little if any, time is given to AFLW. The lack of AFLW acknowledgement did not occur to me at the start of my placement, but as I went on, I realised that there were still distinct differences attitudes between AFL and AFLW within the office, even between the cadets selected to work with the men's and women's team. As an AFLW cadet, I felt separate to the other men's team cadets, where I needed to work for more respect and for the men's recruitment team to know my name, instead of it just being common place. I was also left out of the conversations about football, with less of an opportunity to give my opinion or weigh in on a topic. The culture, though not bad was just slightly segregated.

### 5.2 Critical Analysis

It is important to preface this analysis by saying that there was no disharmony or malice in the workplace, just that there seemed to be a divide between the men's and women's departments (though the desks were all in a common area), and any segregation was undoubtedly unintentional.

As the AFLW recruitment team only got moved into level three this year, they are still new to the office and seem to have more of a job to do assimilating with the men's recruiting team than the men have with accompanying the new team. The assimilation and subsequent merging of the two teams (in a cultural form) is the obvious outcome goal, but it may take time and seeing as this is the first year of the office sharing between recruitment teams, it was probably the most difficult year to get through on both teams' behalf.

Another possible reason for the slow cultural appreciation of the AFLW recruitment team into the office is that there is a substantially smaller number of AFLW staff, with many being part-time. The smaller staff size can make it harder for the minority to influence culture and have the same presence within the office.

The men's recruitment team's tendency to speak only of men's football was likely due to their lack of knowledge of AFLW and a lack of media coverage, making it more difficult to have an opinion on a topical AFLW issue, but what it resulted in was lopsided conversations on AFL issues, making AFLW seem less important in the scheme of things.

In the future, if the culture improves, the bond that the men's recruiting team seem to have can be shared between the gendered teams, leading to a further improved and harmonious workplace, with less segregation between teams, for whatever extraneous reasons they derive from.

### 5.3 Considered Opinion

Personally, I think that the culture will get better as the development of AFLW progresses, and more funding and staff are put into said development to show AFLW is here to stay, as the ledger is further evened out. To use an animal analogy, the workplace situation is similar to a new fish being introduced into a pond of all old fish. The new fish will have a hard time assimilating if the old fish don't welcome it, but when (like in this case) the old fish welcome the new fish, it becomes easier to accommodate an outsider. For the culture to change, the men's recruiting team have to make an effort to be more interested in the AFLW team, not just recognising their presence, but realising that both recruiting teams have become one big [redacted] recruiting team. Ethically, the women's team should be given equal rights to a number of staff but considering the smaller nature of their project (third year in the league), it is not as plausible or simple as it may sound. In short, it is a two-way street and I think that although the men's team has welcomed the AFLW team, the AFLW team isn't involved as much due to a lack of knowledge and perhaps their blindness to any issue in segregation or culture.

### 5.4 Summary

Although the AFLW recruiting team is new to the level three offices, and their introduction into the offices has on the surface been smooth, there is still some segregation between gendered recruitment teams (AFL and AFLW). Possible reasons for the segregation or lack of fluid culture could be due to the fact that assimilation from both parties takes time, that budgets and size of departments differ greatly between the AFL and AFLW recruitment teams, and finally that there seemed to be a lack of knowledge of AFLW from the AFL recruitment team, as this was seen in conversations in the office. Personally, I think that any segregation will diminish as time goes on and the greater AFL becomes more accommodating of AFLW.

## 5.5 Recommendations

### Recommendation 1:

Moving the desks so that AFLW recruiters are sat next to AFL recruiters. This will encourage less segregation physically, but also encourage more talk of commonalities between both recruiting teams.

### Recommendation 2:

Emphasis on cultural building activities or events in the way of lunches or morning tea to better get to know the rest of the staff around the office, such as ones in the opposite gender's recruiting department.

## 6.0 Resume Entry

April-Nov 2018 AFLW Scouting/Recruitment Assistant  
██████████ Football Club

Working as a scout/recruitment assistant, my main role was to code games accurately and professionally and to ensure that tasks were completed within set timelines for the recruiting team to utilise for the impending draft.

- Used Sportscode computer programs to accurately code 50+ TAC U18's Women Football Games for later drafting purposes.
- Provided a high level analysis of 30+ VFLW Football Games to assist with recruitment for the senior ██████████ Women's Football Team.
- Worked collaboratively within a team 5 recruiters and numerous volunteers from both the men's and women's teams to compile accurate analysis to inform and ensure quality draft decisions were made.
- Contributed as a Draft consultant for ██████████ FC AFLW Team, and provided assistance with draft preparations.
- AFLW draft day involvement, communicating to successful draftees a welcome to the ██████████ ██████████ family message.

## 7.0 Evaluation Victoria University Career Development and Employment Program

## 8.0 Appendices

- 8.1 CDE Contract: Signed Student Copy
- 8.2 Student work examples: TAC Cup Coding Progress Spreadsheet
- 8.3 Copy of thank you letter
- 8.4 Supervisor Evaluation Report
- 8.5 Workplace OHS Site Checklist

## 10.0 CDE Placement Report Grading Rubric

Student ID: \_\_\_\_\_ Student Name: \_\_\_\_\_

Unit Code: \_\_\_\_\_ VU Supervisor: \_\_\_\_\_

Host Organisation: \_\_\_\_\_

Comments:

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<b>Overall Mark</b> (out of 100)	_____
minus <b>Deduction/s</b> (see page 23)	_____
	=====
<b>FINAL MARK</b> (out of 50)	_____

### 1.0 The Organisation

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Mark
Description of the organisation includes all items requested 1.1 Name of organisation and contact details (1 mark) 1.2 Supervisor's details and career history (4 marks)	Full and comprehensive detail provided for both aspects. Well written career history for Host Organisation Supervisor. Tells a story with excellent flow and logical order.  5	Majority of required detail provided but not as comprehensive. Supervisor's career story may be lacking detail or flow.  4	Most details provided but not as sufficient or as effective – story may be disjointed and not highlight the career progression of supervisor.  3	Not all required details provided. The career story may be brief or not tell a story of the career progression.  2	Both sections have inadequate details, unable to gain an understanding of the organisation and career history of the supervisor. .  0	/5

### 2.0 The Placement Chart of Hours

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Mark
Chart of hours clearly and fully explains student's time at the placement providing a meaningful record of what they did. (5 marks)	Fully developed, well written and presented table. Meaningful descriptions of student's tasks completed at placement. Included brief reflective statements.  5	Descriptions of student's tasks and activities each day meaningful but not as fully developed.  4	Reasonable descriptions but some aspects are not fully developed to explain student's involvement.  3	Fair descriptions but lacks depth or some details.  2.5	Poor – simple and repetitive. Lacks meaningful descriptions.  2 - 0	/5

3.0. Graduate Capabilities Developed Whilst on Placement - Marking Grid Summary

Criteria	High Distinction	Distinction	Credit	Pass	Fail
<b>Situation</b> (1 marks)	The reader is in the picture 100% and fully understands where, why, when, and who before the student discusses their actions. Any history is given if this helps understanding, the problem is described if there was one and numerical data was used. <b>1</b>	The student has provided an in-depth overview for the reader and set the scene. Minor aspects of context not completely clear or missing. The reader may need clarification regarding aspects of the content. <b>0.75</b>	The student has adequately put the reader into the picture and set the scene. Minor aspects of context not completely clear or missing. Some questions in the readers mind. <b>0.5</b>	The reader has a vague idea of the situation where the student was using this graduate capability. Situation not clear – significant missing aspects or does not make complete sense to the reader. <b>0.5</b>	The situation where the student was using the GC is not explained and there is no context for the student's actions. <b>0</b>
<b>Action</b> (2 marks)	The actions the student performed are described fully using appropriate <b>action verbs</b> . The <b>student's role is clearly personalised</b> and concisely articulated in logical correct sequence. Evidence provided in the appendix referred to here. Numerical data used. <b>2</b>	The students actions are described but do not fully use all appropriate action words to self-market their skills. More development of this SAR skill required. <b>1.75-1.5</b>	The student has described most of their actions using action verbs. Some lack of ownership by the student. A satisfactory explanation of actions taken. <b>1.5-1.25</b>	The reader has a vague idea of actions the student has taken. It is not clear what the student's role actually was or the sequence of actions taken is not logical. Information missing. <b>1.0</b>	No meaningful discussion regarding the student's actions. Did not use action words. <b>0</b>
<b>Result</b> (1 marks)	A clear, convincing and significant statement is made that proves the student has developed the skill. Statement provides a positive outcome, successful achievement or accomplishment. Numerical evidence is used when appropriate. <b>1</b>	Not as strong evidence provided that the student is capable in using this skill. Numerical evidence provided. This skill is still developing and not quite at the expert level. <b>0.75</b>	Reasonable evidence provided to prove the student's success. Fairly convincing. Numerical evidence is used when appropriate <b>0.5</b>	The result or evidence that the student has performed well is vague and not clearly articulated. No appropriate numerical evidence. <b>0.5</b>	No result or evidence of accomplishment or achievement given. <b>0</b>

Graduate Capability 1

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Mark
Situation (1)						/5
Action (2)						
Result (1)						

Graduate Capability 1

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Mark
Situation (1)						/5
Action (2)						
Result (1)						

Graduate Capability 2

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Mark
Situation (1)						/5
Action (2)						
Result (1)						

Total Grade  
/15

4.0 Becoming a Reflective Practitioner Part 1: My Professional Development

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Mark
<p><b>4.1 – The Future – My Career Strategy</b></p> <p><b>4.1.1 Placement outcomes:</b></p> <p>Outcomes of placement are selected and explained.</p>	<p>Outcomes of placement have been identified and a brief, but clear description of each has been provided.</p> <p>5</p>			<p>Outcomes of placement have been identified however the description is a little vague or hasn't been included.</p> <p>2.5</p>	<p>This section has not been completed.</p> <p>0</p>	
<p><b>4.1.2 Comparison of Placement 1 and placement 2</b></p> <p><b>1. Write a descriptive comparison of your 70 &amp; 140 hour placements</b></p>	<p>A clear, detailed comparison has been made between the 70 and 140 hour placements the student has undertaken. The description clearly outlines the additional gains the student has made and how they have impacted the student's professional development.</p> <p>8-7</p>	<p>A strong comparison has been made between the 70 and 140 hour placements the student has undertaken. The description outlines the additional gains the student has made but the impact on the student's professional development is not strong.</p> <p>6.5-6</p>	<p>A clear comparison has been made between the 70 and 140 hour placements the student has undertaken. The description outlines the additional gains the student has made but the impact on the student's professional development is weak.</p> <p>5.5-5</p>	<p>A comparison has been made between the 70 and 140 hour placements the student has undertaken. The outline of the additional gains the student has made and the impact on the student's professional development are weak.</p> <p>4.75-4</p>	<p>Recommendations not included or poorly written or unrelated to discussion.</p> <p>0</p>	
<p><b>4.1.2 Comparison of Placement 1 and placement 2</b></p> <p><b>2. Has the second placement confirmed career direction? Explain briefly.</b></p>	<p>A clear and concise explanation has been provided in relation to whether the 140 hour placement has either confirmed career direction or whether the student remains undecided about their career future.</p> <p>4-3</p>			<p>A few words have been used to describe whether the 140 hour placement has either confirmed career direction or whether the student remains undecided about their career future.</p> <p>2</p>	<p>No indication has been provided in relation to whether the 140 hour placement has either confirmed career direction or whether the student remains undecided about their career future.</p> <p>0</p>	
<p><b>4.2. Next career strategy.</b></p> <p><b>4.2.1 What will you do next to manage your career development help you to reach your ideal job or find a career direction</b></p> <p><b>4.2.2 Provide 2 recommendations – Networking and Acquisition of skills</b></p>	<p>An excellent response to the question. Well written.</p> <p>Two strong and detailed recommendations for future career strategies are provided in relation to networking and acquisition of skills.</p> <p>8-7</p>	<p>A good responses to the question and is written well.</p> <p>Able to identify 2 strong recommendations for the future.</p> <p>6.5-6</p>	<p>Answer to the question is a little vague.</p> <p>Identifies reasonable recommendations but not very potent career strategies.</p> <p>5.5-5</p>	<p>A brief response is provided.</p> <p>Identifies 1 or less recommendations.</p> <p>4</p>	<p>An answer is not provided.</p> <p>0</p>	
						<b>/25</b>

5.0 Becoming a Reflective Practitioner Part 2: Reflection to Improve Professional Practice

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Mark
<p><b>5.1 Context:</b> Put the reader in the picture. May use Situation, Action, Result framework to outline whole situation/task and necessary background for reader to understand fully what is about to be discussed.</p>	<p>The task/program/activity is described succinctly using SAR structure. The description is sufficiently detailed and 'paints the picture' for the reader, assuming the reader knows nothing about the organisation, situation or industry. Provides full understanding of circumstances behind and leading up to the task/program/activity to be analysed.</p> <p>6-5</p>	<p>Provides a clear outline of the task/program/activity to be discussed describing the background and history. SAR structure is used but is not as thorough in description.</p> <p>4.75-4.25</p>	<p>Sheds some light on the task/program/activity to be discussed, provides a brief background or history. SAR structure may be used but description is vague.</p> <p>3.75-3.5</p>	<p>Provides a description of task/program/activity, but does not give a clear picture of the context. SAR structure is not used or is insufficient in description.</p> <p>3.25-3</p>	<p>Task/program/activity is not clear and provides inadequate background or history.</p> <p>2.5-0</p>	
<p><b>5.2 Analysis:</b> All factors contributing to the situation provided in a logical, structured and reasoned way. Identify factors contributing to strengths and satisfactory aspects as well as weaknesses. View the situation from everyone's perspective. Identify the obvious but digs deep below the surface to identify other factors behind the situation.</p>	<p>Excellent analysis, interpreting and taking into account all the significant aspects that have had an impact on the task or program. Shows a deep understanding, ability to reflect and learn from experiences in an applied context. Good attention to detail, explored all possible relevant reasons, made connections between factors contributing to situation or uncovered a number of possible causes, grounds for success or for problems.</p> <p>6-5</p>	<p>Shows evidence of interpreting the significance of the various aspects to this situation, task or program. Makes an attempt to integrate and analyse what took place. Identified and examined in quite good detail (where relevant) most aspects that had an influence on outcomes.</p> <p>4.75-4.25</p>	<p>Demonstrated an attempt to identify and analyse the situation. However limited reflective thinking about practice. Has not adequately examined or linked key factors affecting outcomes.</p> <p>3.75-3.5</p>	<p>Identifies point of the exercise but shows no evidence of deeper reflection (Shallow reflection). Describes rather than analyses.</p> <p>3.25-3</p>	<p>Lacks analysis of the situation and shows no evidence of reflection</p> <p>2.5-0</p>	
<p><b>5.3 Considered Opinion:</b> Based on analysis of all facts (not just your point of view) make a judgement or draw conclusions about situation. State your considered opinions and give reasons for what you believe. Demonstrate you have thought through all facts, understand the theory behind practice and can give evidence to support your conclusions.</p>	<p>Strong evidence of being able to assess and judge the situation based on observation, university knowledge and or personal experience. Shows clear perceptions of the situation. Where appropriate gave reasons for what they believe by relating <b>the theory, ideas and knowledge learnt during university course work to the situation</b>. Strong professional knowledge evident. Considered cultural, political, equity and ethical factors at play. Appropriate questioning of status quo based on evidence.</p> <p>6-5</p>	<p>Evidence of being able to assess and judge the task or program based on university knowledge, observation or experience. Where appropriate related the theory, ideas or knowledge learnt during University course work to the situation as evidence for their judgements. Quite good professional knowledge demonstrated.</p> <p>4.75-4.25</p>	<p>Shows a developing ability to assess the task or program. Partial attempt made to relate theory, ideas or knowledge learnt during University course work.</p> <p>3.75-3.5</p>	<p>Limited evidence of being able to assess the task or program. Basic judgements and reference to university knowledge.</p> <p>3.25-3</p>	<p>Lacking perceptions of the situation. Does not show an understanding of the requirements of this section and misses the point of exercise.</p> <p>2.5-0</p>	
<p><b>5.4 Summary</b></p>	<p>Excellent professional summary of the main points and findings from the discussion that leave an impact on reader. No new information introduced.</p> <p>3</p>	<p>Good summary of main points and findings from the discussion. No new information introduced.</p> <p>2.5</p>	<p>Satisfactory summary of the main points discussed. No new points introduced.</p> <p>2</p>	<p>Basic summary of the main points from the discussion.</p> <p>1.5</p>	<p>Lack of summary of the main points and findings from the discussion.</p> <p>1-0</p>	
<p><b>5.5 Two Recommendations</b></p>	<p>Two excellent recommendations based on previous discussions. Useful for the future and do not cause other problems. Economically, environmentally, politically and ethically responsible, safe and possible.</p> <p>4 (2 marks each)</p>	<p>Able to identify 2 strong recommendations for the future use.</p> <p>3 (1.5 marks each)</p>	<p>Identifies basic recommendations. Vague connection to the discussion.</p> <p>2.5 (1.25 marks each)</p>	<p>Identifies 1 or less basic recommendation Unrelated to discussion.</p> <p>2 (1 mark each)</p>	<p>Recommendations not included or poorly written or unrelated to discussion.</p> <p>1 – 0 (0.5 – 0 marks each)</p>	



## 6.0 Resume Entry

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Mark
Shows title of organisation, title of student's role and dates.  Formatted for a resume entry	Looks very professional. Does not look like a plain Word document, creates a corporate image. All aspects covered. Visually very appealing. <b>6-5</b>	Professional. Adequate formatting. Good visual appeal. <b>4.75-4.25</b>	Reasonable but incomplete details. Adequate formatting. Not as visually appealing or clear as it could be. <b>3.75-3.5</b>	Satisfactory but lacks professionalism and detail missing. <b>3.25-3</b>	Information not provided. Very poor resume formatting. You will not be asked in for a job interview. <b>1 - 0</b>	
Student's role and duties at placement are written as achievements or accomplishments. Numerical data used.  Concise effective wording, using action verbs.	Extremely well written, clear, logical, concise and all important aspects of placement addressed. Success is clearly evident. Very easy to understand. Excellent use of action verbs. Silent I. Effective use of numbers to explain and also impress where appropriate. You are a stand out candidate. <b>6-5</b>	Very good in all aspects. Minor improvement required to ensure you stand out more but have successfully captured the essence of the experience to sell your skills. <b>4.75-4.25</b>	The student has described most of their role and duties clearly, concisely and logically using adequate action verbs. The "I" is silent. Written expression is good. Your success or actions are less evident. Used action verbs and numbers. <b>3.75-3.5</b>	Writing is not clear in meaning, Success vague and minimal use of action verbs. Achievements or accomplishments are incomplete or not expressed as effectively. <b>3.25-3</b>	Duties and roles not written as achievements or accomplishment but just listed as duties. You will not be asked in for a job interview. <b>1 - 0</b>	
Well written, succinct, clear, effective self-marketing	Superior self-marketing. Should secure student a job interview. <b>3</b>	Good self-marketing. <b>2.5</b>	Okay self-marketing. <b>2</b>	Pass but probably not good enough to gain an interview <b>1.5</b>	Very poor, inadequate self-marketing. <b>0</b>	
						<b>/15</b>

## 8.0 The Appendix, presentation and visit

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Mark
Each item numbered & included in table of contents Appendix has been referred to within the body of the report. Samples of documents personally contributed to during placement 8.1 Copy of signed student CDE Placement Contract (1 mark) 8.2 Work completed by student, brochures, flyers, etc. (1 mark) 8.3 Letter/email of thanks to HO supervisor (1 mark) 8.4 Host Organisation supervisor's evaluation report (1 mark) 8.5 Signed Workplace OHS Site Induction Checklist (1 mark) 8.6 Presentation of report (2 marks) 8.7 Student has organised and received a visit (3 marks)	All documents provided. Letter/email of thanks completed to a high standard. Each item correctly titled and numbered and all listed correctly in the table of contents. The report is presented professionally and the student received a visit. <b>10-8</b>	All documents provided. Letter/email of thanks completed to a good standard. Each item correctly titled and numbered. Majority listed correctly in the table of contents. Report is presentation is good. <b>7</b>	Majority of documents provided. Items not correctly titled and/or numbered or not listed correctly in the table of contents. Report could be presented more professionally. <b>6</b>	Limited documents provided. Items not correctly titled and/or numbered or not listed correctly in the table of contents. Report is not presented professionally. <b>5</b>	Majority of aspects completed to a poor standard. Significant aspects missing. Report is poorly presented.  The student did not receive a visit. <b>0</b>	
						<b>/10</b>

### OVERALL REPORT DEDUCTIONS

					Deduction Marks
Up to 10 Marks deducted for poor grammar and spelling and for other requirements that may be missing e.g. contents page, bound copy, etc.	Report is clear and concise with organised discussion. No spelling or grammatical errors. Good sentence structure. Correct use of headings and excellent formatting. <b>No deductions</b>	Report is clear and concise. Minor errors in spelling or grammar. Correct use of headings and good formatting. Some room for improvement in professional writing. <b>-2.5 marks</b>	Some sections of report are unclear or not concise. Grammar &/or spelling contains some errors. Headings and formatting have minor errors. <b>- 5 marks</b>	Majority sections of report are unclear or not concise. Meaning unclear &/or grammar &/or spelling contain frequent errors. Poor formatting. No proof reading. <b>-10 marks</b>	
Up to 10 marks deducted for not responding in a timely manner to VU supervisor	Student communications were prompt and professional. <b>No deductions</b>	Student replied to communications from their supervisor in a relatively timely manner. <b>-2.5 marks</b>	Student was slow to reply to communications from their supervisor. <b>- 5 marks</b>	Student did not reply to communications from their supervisor. <b>-10 marks</b>	<b>-</b>