

COLLEGE OF SPORT AND EXERCISE SCIENCE

Career Development and Employability Report Writing Guidelines



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Career Development and Employability

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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. Please submit your career placement on VU Collaborate. Refer to page 6 of 7 of the Unit of Study for comprehensive information aligned to "Adjustment to assessment arrangements".
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.
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.
Pages:	All pages are to be numbered on the right hand side at bottom of page.
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.
Student's communication with VU supervisor:	Up to 10 marks will be deducted from the overall report grade if the student does not respond in a timely manner to communication (email, text message or phone message) from their VU supervisor (named on the contract) who is trying to arrange a visit time to the placement.

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	10%
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	20%
Section 6: Resume Entry	15%
Section 7: Evaluation VU CDE Program	
Section 8: Appendix	10%
Section 9: Student Example	

1.0 The Organisation

– Grade value 10%

Research the overall host organisation, create and fill in a table. Content headings are provided below. **Please use all headings and numbering in your report: e.g. 1.0 The organisation; 1.1 Requirements, etc.**

Description of organisation

1.1 Contact Details

Name of organisation:

Address:

Phone:

Organisation website address:

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

1.2 Supervisor's Details (200 words)

Name:

Job Title:

Email address of supervisor:

Qualifications: (list all)

Career History:

Provide a **brief story** 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**.

1.3 Organisational chart:

Usually available in annual report, online or from administration. You can also speak with your placement supervisor if you cannot locate an organisation chart or if the organisation is relatively small you could map this together.

- Provide an organisational chart that outlines the 'hierarchy' of positions within the entire placement organisation (positions without names is fine).
- The chart should highlight the programs and services that the organisation provides.
- Identify the section in which you worked.
- Please ensure that your chart has a title – Name of organisation the chart is for and indicate the client group the organisation cater for directly below the title.
- Reference your sources.

1.4 Organisation's mission statement and aims:

of the section of the organisation, the program and or project where student worked

Seek advice from HO Supervisor if you cannot locate a mission statement or philosophy. This is usually on the organisation website.

Reference your sources.

2.0 The Placement Chart of Hour

– 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 **2 different** graduate capabilities from the list below and describe a placement situation using the SAR structure to demonstrate the student's ability to perform the identified capability. Before writing this section please read the information directly below.

Graduate Capabilities – (choose only two 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. Critical thinking
8. Management of learning and career development opportunities

Select 2 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.**

Formatting for Graduate Capability responses

Graduate capability	Achievements/Accomplishment (100 - 200 words only) Use the S.A.R. Framework described below. 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.
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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

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.

Critical thinking:

For example tasks could include:

- 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 critical thinking e.g. finding new games, fitness activities or diet information.
- Apply knowledge, past experience and skills to find a solution to a problem.

4.0 Becoming a Reflective Practitioner Part 1: My Professional Development – Grade Value 25%

This reflection is your **personal story** about being a professional in the workplace while on placement. Constructing your career story is an effective career counselling and learning technique. It assists you to understand yourself in a working context (strengths, potential, passion, direction, opportunities and personal development) and the **evolving process of creating a meaningful career identity over your lifespan**. Before you start writing just sit, think (reflect) and jot down your thoughts. Consider how the placement has impacted you as an individual rather than just thinking about the placement in broad generalisations.

Write 'My Professional Development' using the headings below in your report.

Below each heading and description provided to help you understand and to demonstrate a high distinction reflective answer.

4.1 My Past (150 words) – Grade value 5%

Provide a background of yourself and your professional experience and achievements to date.

This section is a concise version of your career/life story to date. Mention the significant aspects of your life that have had a bearing/influence on the direction your life has taken and shaped you into the person you are today.

4.2 The Present – My Learning Motivations (80-100 words) – Grade value 5 %

There will be many reasons driving your choice for this placement including learning or developing in areas you have identified as being gaps in your skill set or experience, building confidence or expertise, being strategic for your career and also meeting people who may be helpful later on when you are looking for jobs.

- What were the reasons motivating you to choose this placement?
- What were your aims for your professional development? Why did you choose these?

4.3 The Future – My Career Strategy – Grade value 10%

4.3.1 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.		

4.3.2 The Value of the Placement in Regards to Future Career Goals. (100 words)

1. Comment on the value of the placement in regard to future career ambitions and how they have impacted you as a professional.
2. Has this experience confirmed a career direction or are you undecided about your career future? Briefly explain.
3. If you know and aspire to a particular career destination, describe where you hope to work after graduation. If you are still unsure about a career direction briefly comment.

4.4 The Next Career Strategy: – Grade value 5%

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

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?)

- Ensure that you 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 20%

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. **Or you may choose to look at an aspect of your professional practice you could improve or what the organisation can do to improve their practice or maintain a quality practice**. 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.**

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

5.1 Context: Describe the scenario (use SAR description)

Fully outline the scenario 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 details are established for the reader including the original goals, background, history, purpose or expected outcomes for this task, program or activity, who was involved, how many, 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. **Use quantitative information, where possible, to provide perspective.**

5.2 Analyse: Explore why

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 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 influencing 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.

5.3 Consider: Form an 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 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 5.1-5.3.

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 – 5.3.

TIP: As the placement unfolds write down your thoughts about your experiences at the end of each day – review, analyse and evaluate to you will have ideas for what to write for this reflection.

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?

6.0 Resume Entry

– Grade value 10 %

Write up the entire placement as the **exact entry** that will be recorded on your 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 entire resume in this report.**

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) or a photo of a thank you gift you gave to staff.

	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)	

8.3 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 ‘VU WIL System’ email to the student when their CDE contract was approved.

8.4 Presentation of report – Clear sections and subheadings with numbering, etc.

9.0 Student Example (Tyler Winning, 2018)

1.0 The Organisation

1.1 Contact Details

Name of organisation: [REDACTED]

Address: [REDACTED]

Phone: [REDACTED]

Website Address: [REDACTED]

1.2 Supervisor's Details

Name: [REDACTED]

Job Title: Physiotherapist/Owner

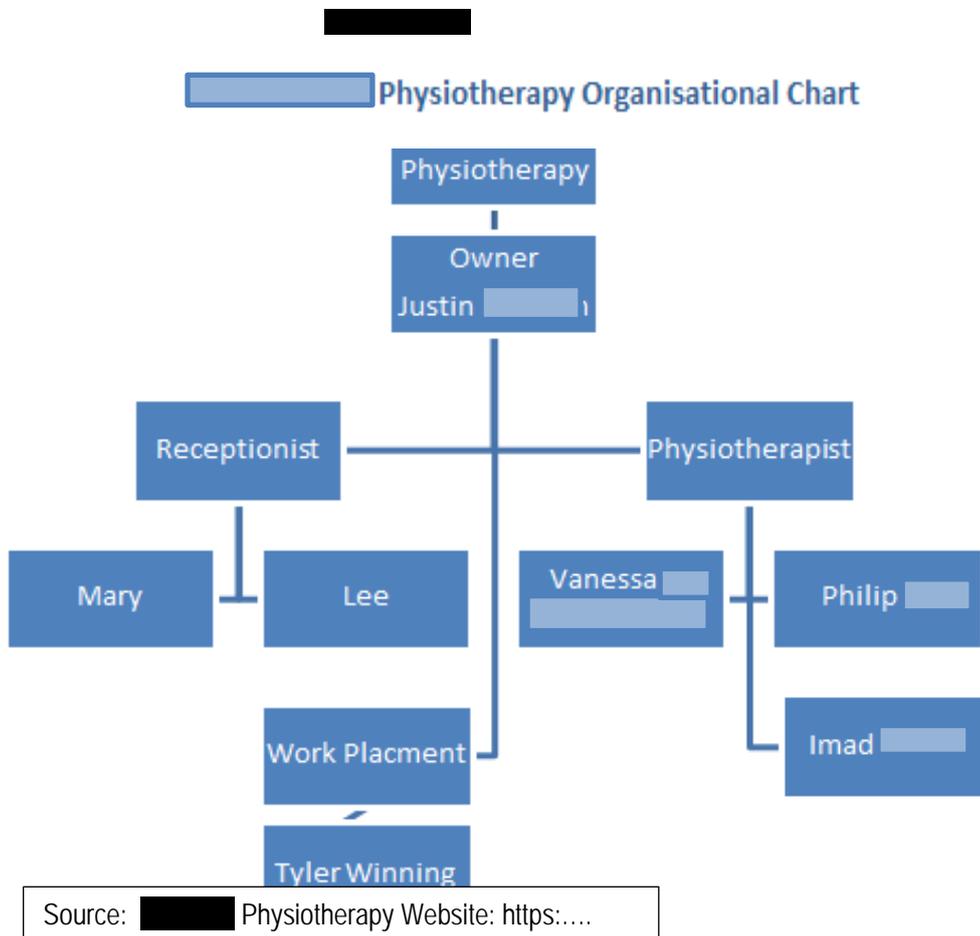
Qualifications:

Qualified Physiotherapist – Bachelor of Physiotherapy

Career History:

After leaving school Justin knew he wanted a job that was stimulating to him while helping others around him. Physiotherapy stood out as he has always had a love for sport and he saw this as the best way to apply himself. He furthered his education by completing his Bachelor of Physiotherapy at the University of Melbourne in [REDACTED]. Fresh out of University Justin worked in England from [REDACTED] to [REDACTED] where he worked at hospitals focusing on musculoskeletal and orthopaedic physiotherapy. From there he moved back to Victoria continue to practice musculoskeletal and orthopaedic physiotherapy at [REDACTED] Health hospital Geelong. After working in public practice for three years Justin moved to private practice becoming a physio at [REDACTED] Physiotherapy. After only working there for three years, in [REDACTED] Justin became an equity owner and the following year full owner of the clinic. Owing a practice had always been a goal of Justin's and from there he has built [REDACTED] Physiotherapy to seven practicing locations and many associations with local health clinics as well as associations with surrounding sporting clubs. (Received from supervisor interview).

1.3 Organisational chart (be sure to mention the services/departments/roles offered by the organisation in this chart)



These services should be incorporated into the organisation chart by way of defining organisation departments or sections/roles (instead of mentioning people's names).

Physiotherapy offers a wide range of rehabilitation physiotherapy. All physios are trained in manual physiotherapy. On top of this, each physio has an area of expertise which is also provided at the clinic of at [REDACTED] Recreation & Aquatic Centre (TRAC). At the clinic services include women's health, paediatric physiotherapy, dry needling and gym facilities. Hydrotherapy is also offered but at TRAC since there is

no hydro pool at the clinic. Future services also include pilates classes for patients. The clinic's target group is mostly retirees but work cover and TAC cases are usual patients as well. Patients normally consist of 30% private, 30% TAC/work cover and 30% bulk billing patients. (Received from supervisor interview 2/8/18).

1.4 Organisation's mission statement

Physiotherapy strives to satisfy people's needs to the best of their ability by supplying satisfactory physiotherapy by ensuring everyone receiving care leaves with more knowledge and understanding to cope with their pain and to get back to doing their everyday tasks. (Received from supervisor interview 2/8/18).

2.0 The Placement Chart of Hours

Day and Date	Hours	Tasks
Mon. 4/6/2018	8	<ul style="list-style-type: none"> • Orientation included a tour of the facilities, meet and greet of the receptionist Lee and the physios Syria and Vanessa that work on Mondays. • Observed Syria's duties and observed two clients including one with double shoulder surgeries and the other with lower back pain after a car accident. • Observed Vanessa's duties and observed five clients ranging from lower back pain to shoulder injuries. • Met clients who had to use the gym and after a run through of their exercises I administrated them through their session. • Pushed myself to be more engaging with the staff
Wed. 6/6/2018	6	<ul style="list-style-type: none"> • Familiarised with the admin duties <ul style="list-style-type: none"> ○ Returning phone calls ○ Checking emails ○ File sorting ○ Bookings ○ Sending reminders • Observation of five clients with symptoms including lower back, shoulder, neck and arm pains. • Observation and admin of exercises for two clients in the gym and assisted in exercise prescription for two patients with lower back pain and shoulder pain. • Began to interact with patients need to continue to work report building
Fri. 8/6/2018	9	<ul style="list-style-type: none"> • Went over OHS site induction Checklist and read occupational health and safety and confidentiality policies with Justin. • Worked with Philip on paediatric patients. Including kids with autism and cerebral palsy. This occurred every Friday for the six weeks I worked there. • First time prescribing exercises on patients with lower back, knee and thoracic pain with Justin's supervision. • Need to be more confident in my knowledge and really found an interest in paediatric physiotherapy
Wed. 13/6/2018	6	<ul style="list-style-type: none"> • Began mail outs. Learned how to use the admin system to search for patients addresses. • Finding bearings, need to work faster and more productively
Fri. 15/6/2018	9	<ul style="list-style-type: none"> • Continued with my EPC mail outs. Constructed an Excel spreadsheet to have everyone receiving a letter on the one document, making it easier to know who has received a mail out and have responded. • Administrated exercises for four patients and for the first time modified a patient's exercise due to their poor understanding of the prescribed exercise. • Participated fortnightly staff meeting.

		<ul style="list-style-type: none"> • Became more confident talking and communicating with patients
Mon. 18/6/2018	8	<ul style="list-style-type: none"> • Sat in mostly with Vanessa just observing her patients and working on my interpersonal skills with the patients. • Got assigned two patients to treat in the gym as my own. Vanessa and I went over what exercises I think would benefit them and what modifications we could make to their existing exercises. • Got more confident in my knowledge
Wed. 20/6/2018	6	<ul style="list-style-type: none"> • Began sorting through paper-based files to remove any files older than seven years. • Learned the importance of having a computer-based system
Fri. 22/6/2018	9	<ul style="list-style-type: none"> • Observed Vanessa doing physiotherapy off-site at Australian Defence Apparel up until mid-day. Learned of the risks involved in desk jobs and factory jobs treating people with back pain from lifting to sitting too long. Used my knowledge from past units to assist Vanessa in spot checks of desks and other working environments. • Continued administrating exercises for usual Friday patients. • PPE is very important to work place safety and was surprised at the number of people having injuries at work. Really helped me understand other environments.
Mon. 25/6/2018	8	<ul style="list-style-type: none"> • Continued with EPC mail outs and worked on sorting out old files from the main filing system. • Continued admin work. Now focusing on filing over 300-400 files from a former practice off-site. • Productivity increased greatly getting more and more done.
Wed. 27/6/2018	9	<ul style="list-style-type: none"> • Worked with Vanessa at █████ Plaza Medical Centre spent the whole day just observing. Even though Vanessa thought I would be bored this really solidified for me that I had a genuine interest in physiotherapy because I was interested all day. • Really got to practice interpersonal skills I had learned at the clinic as these were all new patients to me and not patients I have been getting to know for three weeks. • I have become really confident in my ability to talk and interact with new people to make them feel as comfortable with me as possible.
Fri. 29/6/2018	9	<ul style="list-style-type: none"> • Continued administration work. Now working on updating the website with informative blog posts to help people seeking advice on their condition or pain. And scheduled the same posts on Facebook till the following date next year. • Administration of same Friday patients • Justin becoming very pleased in my rate of work and my ability to work autonomously.
Mon. 2/7/2018	8	<ul style="list-style-type: none"> • Completed extracting old files and started ringing the patients. Roughly 200 files were extracted and needed to be called and asked whether or not they wanted a photocopy of their files for any legal purposes. While I had them I asked if they wanted to reschedule an appoint using their free EPC's. • I really hate making phone calls but pushed through it.
Wed. 4/7/2018	6	<ul style="list-style-type: none"> • Continued to call patients, now taking emails just in case we need to get in contact with them after their files have been destroyed. • Ran clinic errands, buying files and folders. • Really worked my way up to a trusted member on the clinic.
Fri. 6/7/2018	9	<ul style="list-style-type: none"> • Finished website and Facebook scheduling. • Mary's visit. Was very pleased with the clinic and what I have been doing thus far.

		<ul style="list-style-type: none"> • After Mary's visit, I continued the day by observing Philip's paediatric patients and administrated my usual Friday patients. • Got a real boost of confidence as Justin has seen my hard work and progress I have made since beginning.
Mon. 9/7/2018	8	<ul style="list-style-type: none"> • Spent the day finishing up any unfinished duties I had been assigned throughout my 6 weeks. • Finished filing the files from the other clinic. • Spent the rest of the day observing Vanessa and working with the patients in the gym as it was my last week with them. • Really saw the progress I made with the patients I have been working with.
Tue. 10/7/2018	8	<ul style="list-style-type: none"> • Continued to tie up loose ends. • Spent the afternoon observing hydrotherapy at TRAC getting to learn about the process of hydrotherapy. • Never observed hydrotherapy before. Really interested to see another form of rehabilitation.
Wed. 11/7/2018	6	<ul style="list-style-type: none"> • Finished mail outs of 170 patient's form 2015. • Finished my call outs. • Spent the rest of the day observing Imad as it was our last day together. • Not fully there but so much more confident in my ability to make phone calls.
Fri. 13/7/2018	9	<ul style="list-style-type: none"> • Interviewed Justin for supervisor's part of the report. • By this stage, I had finished every assigned job I had and spent the rest of the administrating my usual Friday patients and saying goodbye. • Sat in on my last staff meeting and said farewells. • Really proud of how far I came and how much I had learned. I believe to have achieved my goals and most of all improved my confidence.
Total Hours	140 hours	

3.0 Graduate Capabilities (2 examples required – 3 provided to assist you)

Verbal Communication

At [REDACTED] Physiotherapy I worked with many patients who had been prescribed exercises to aid in their recovery. On average five to ten patients per day would use the gym on top of their usual muscle mobilisation. During one session an elderly lady in her late 70s was prescribed thoracic exercises to perform at home twice a day to aid in her thoracic back pain. Upon meeting her I learned that her ability to speak and understand English was limited and she did not have her daughter there as usual to translate. Her prescribed exercises included complicated movements and when describing them I ensured I used easy step by step instructions and spoke clearly and understandably. When possible I used visual demonstrations to further her understanding and gave her diagrams to take home. In one case she found it very difficult to comprehend one exercise no matter how I explained it so instead I modified it to make it easier to understand while still aiding her recovery. The following week she had substantially less back pain after performing the exercises and her daughter told me she understood the exercises so well she was even able to describe them to her.

Working Autonomously

[REDACTED] Physiotherapy's system is mostly paper-based making organisation very important. As part of my duties, I was assigned to mail out over 170 patients who had come to the clinic in 2015 on *Enhanced Primary Care (EPC)* visits. Mailouts included gathering the patient's history and addresses to inform them that under Medicare they were entitled to five EPC visits again. While completing the mail outs I used my knowledge in Excel to formulate a table of patients from 2015. The spreadsheet comprised of their full name, address, phone numbers and whether or they had responded to their EPC letter. The spreadsheet made it easier to search for patients from specific years and made it easier to know if they had received a mail out. After the success of the mail outs and how much easier the spreadsheet made organising mail out patients, the spreadsheet is now stored on the main computer and new mail out patients are still added.

Written Communication

While on placement I spent a good deal of my time in the gym supervising patients who had been prescribed exercises to aid in their recovery. Most people that come in come from a non-active or exercising background forced to do physiotherapy due to car accidents, age, post-op or work-related injuries. On one occasion there were 3 patients using the gym all for separate conditions. Due to their lack of exercise knowledge I had to share my attention around between three people for 20 minutes making it difficult for them to utilise their session properly. To combat my absence I designed informative sheets to post up next to gym equipment to inform patients exercising how to properly use the equipment (see appendix 1). The posters consisted of a visual picture and dot point instructions on how to use the equipment properly. From this patients informed the receptionist how useful the posters were assisting in their learning process. This made their sessions more productive speeding up their recovery to which one of the patients finished two weeks early due to his gain in mobility again.

4.0 Becoming a Reflective Practitioner Part 1

4.1 My Past

Before completing my placement I attended [REDACTED] College where I completed my VCE. I have always had a love for sport and outside of school I played football for over 7 years and played basketball for 4. At school I participated in any sport I could, playing field hockey, cricket, football and even table tennis. During the course of my schooling, I prioritised learning sport and biology and had always wanted an occupation that helped people. Throughout my family hip replacements has been a reoccurring problem, from my grandmother having three total hip replacements to my father having his hip replaced in 2015. While being around them during these times I saw the importance physiotherapy had on them and from there it sparked an interest. After deciding to pursue a career in physiotherapy and being unsuccessful in my application, my background aided my choice of studying sport and exercise science as a pathway to eventually study physiotherapy.

4.2 The Present – My Learning Motivations

My future goal is to get into a Master of Physiotherapy at Latrobe and to assist in my chances of getting accepted they consider the amount of work experience a person has in the field of Physiotherapy. For my placement, I chose to complete my 140 hours at a physiotherapy clinic in [REDACTED]. I searched for clinics in my area and after sending a few applications I finally decided to settle on the one I felt to offer the best experience. [REDACTED] Physiotherapy offered manual physiotherapy, paediatric physiotherapy, hydrotherapy and the opportunity to learn about the administrating and running of a clinic. They offered the most hands-on experience considering it is very difficult to be hands-on while not being a physiotherapy student and this aided in my learning as I am more of a kinaesthetic learner.

My professional development aims for the placement were:

- To gain practical experience in the field of Physiotherapy.
- To observe and learn how to execute proper professionalism.
- To increase my network and employability.
- To apply what I have learned so far in a workplace environment.

4.3 The Future – My Career Strategy

4.3.1 Placement Outcomes

Career Outcomes	Yes	Brief explanation of career outcomes the eventuated for you
Offered ongoing work	Y	Since the clinic is planning to go all electronic based, Justin offered me work to help out during the converting process.
Act as a referee for you	Y	Offered to be referee for future job applications as well as for Latrobe University when I apply.
Gain a valuable network	Y	From the placement, I met five physiotherapists all offering me advice for my future study and for my future career.

4.3.2 The Value of the Placement in Regards to Future Career Goals

1. I was able to contribute to the organisation by adding another perspective to their occupation. Most of the employees have come from an only physiotherapy background or a bioscience background leaving many things we learn in sports science unknown to them. I was able to integrate many things I had learned through biomechanics and kinesiology to the practice aiding many patients in their recovery. It is helpful to get many solutions rather than just one and I was able to give a solution from a different perspective. Through sport, I was able to connect to many of the patients whether it is just their favourite football team or their interest in the exercises helping them get back to their usual lives. This helped me build my relationship with the patients.
2. The placement had indeed solidified my career direction. Before undergoing placement I was nervous that after experiencing what physiotherapy is like I would not be interested and be left without a career direction a semester before graduating. But once starting it furthered my interest in teaching me there is so much more to physiotherapy than just massaging. From the placement, I learned about other areas of physiotherapy including paediatric physiotherapy, respiratory and cardiac physiotherapy, orthopaedic physiotherapy, sports physiotherapy and even animal physiotherapy. My placement confirmed my career direction but now has left me undecided as to what to pursue specifically within the field.
3. After graduating my overall goal is to further study Physiotherapy but while doing this I wish to use my knowledge gained through my Sport and Exercise Science course to assist me in gaining further experience within the field of physiotherapy.

4.4 The Next Career Strategy

Recommendation1 –

My initial career strategy is to further my education in physiotherapy. Gaining as much experience in the field as I can as well as further my knowledge in other areas around physio such as strapping, exercise prescription, furthering my first aid.

Recommendation 2 –

My second strategy is to experience as many areas within the field as possible. After learning so much more about physiotherapy on placement, I plan to experience as much as I can before I settle down on an area of choice. Right now I'm very interested in paediatric physiotherapy after working with paediatric patients on my placement.

5.0 Becoming a Reflective Practitioner Part 2

5.1 Context – Describe the scenario

While working at [REDACTED] physiotherapy, I worked closely with three physiotherapists and learned greatly about the screening process new patients undergo when they first sit down with the physiotherapist. Each day a physiotherapist can see up to 15 patients, and up to five are new to the clinic each day. When a new patient came in they would be pre-screened to understand what their specific problem was. Screening included questions about their pain, daily routines, their work duties and any other area that may be causing pain to the patient. Screening also involved hands-on testing including a range of motion tests, functional movement tests and strength tests. Underlying these face-to-face questions and tests, the physio would further screen through observing the patients movement.

Vanessa, the physiotherapist I worked with, learned through experience that when asking a patient to 'show me how you walk' or 'show me how you sit' the patient would over-correct their walk or posture. This made it harder to pinpoint the cause of their issue. Learning from this Vanessa would screen without the patient being aware, asking generic questions about their issue while observing the way they sat in their chair or observing their gait as they walk in. This would give more accurate information to the physiotherapists to better distinguish the cause of their pain and to help their overall goal to not just being short-term pain relief through muscle mobilisation but for long-term pain management.

5.2 Critical Analysis

Screening is a crucial element in determining the patient's physical condition as well as eliminating factors to accurately determine the cause of the issue. Vanessa has been a physiotherapist for four years and through her experience has learned how too efficiently and appropriately screen patients. I observed successful screening to come from the more experienced physios. The newer someone is to private practice the longer and less accurate their screening method was. Most physios learn through trial and error what patient's best respond to and how to get them to accurately describe their issues. As mentioned in the summary, undisclosed screening found the best results as opposed to more convoluted methods. Beginning physiotherapists had a more textbook approach to screening whereas experienced physios developed a relationship with the patients to make them feel more comfortable. Keeping the questions short and sharp, less attention was solely put on the patients. Making the patient feel more comfortable ensured they would feel comfortable coming back for another appointment.

5.3 Considered Opinion

It seems to me better interpersonal skills go a long way with new patients. Being friendly brings them back for future appointments. On top of this, patients are patients, not physiotherapists, giving unneeded information or prolonging the screening process makes the patient feel frustrated as they feel the session was not as productive as it can be. Coming from experience when thinking of a physiotherapist, massage comes to mind so when a patient comes in and pays for the session and more than half of the session is spend screening it can make the patient feel like they're not getting their money's worth. Only through experience can one build their interpersonal skills and learn to screen without the patient being aware. This limits the clinical aspect of the session and improves the physio-patient relation as they feel less like a pay check and more like a patient.

5.4 Recommendations

Recommendation 1:

- Have a shadowing period where new physios can observe and learn from the more experienced physios minimising the amount of trial and error they would need to go through to learn how to effectively screen.

Recommendation 2:

- Organise annual or bi-annual seminars or sessions for the physio staff and the reception staff to learn interpersonal skills and effective screening methods.

6.0 Resume Entry

4 June – 13 July 2018

140-hour Victoria University Placement

Physiotherapist assistant/ Administration assistant

Physiotherapy

Physiotherapy provides physiotherapy services through muscle manipulation, exercise therapy, paediatrics and hydrotherapy within the general population.

- Individually delivered exercise programs based on specific needs of the patient and instructions by the physiotherapists.
- Altered existing exercise programs based on the ability and progress of the patient.
- Actively participated in paediatric physiotherapy assisting in the administration of the session, room set up, administration of exercises and general observation of the patient.
- Assisted with the administration of hydrotherapy at TRAC of 10 patients (Thomastown Recreational and Aquatic Centre).
- Independently organised patient's files including file storage, alphabetical filing and reviews of files older than 7 years.
- Autonomously scheduled mail outs for over 170 clients from 2015 and called over 200 patients about the disposal of old records.
- Attended employee meetings and actively participated in reviews and feedback of the clinic.

8.0 The Appendix

8.3 Thank You to Host Organisation

As a thank you I bought the clinic a hamper to show them all my appreciation. The hamper consisted of things I had learned about them while working closely with the physios and receptionists from chocolate, liquorice, red wine to mixed nuts. I thanked them all individually and did not see a need to further thank them in a letter form. As a small thank you they gave me a gift card for the hard work I put in as well.



10.0 CDE Placement Report Grading Rubric

Student ID: _____ Student Name: _____

Unit Code: _____ VU Supervisor: _____

Host Organisation: _____

Comments:

Overall Mark (out of 100)	_____
minus Deduction/s (see page 25)	_____
	=====
FINAL MARK (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) 1.3 Organisational chart (3 marks) 1.4 Mission/aims of organisation (2 mark)	Full and comprehensive detail provided for each aspect. Well written and excellent expression. Clear and correct layout of the organisational chart, references for mission statement, budget well developed. References/Sources provided.	Majority of required detail provided but not as comprehensive in all levels. Minor errors may include: Layout not quite as clear, or some information missing for example references for mission statement or a reasonable attempt to provide budget information	Most details provided but not as sufficient or as effective as distinction level.	Not all required details provided. For example: Organisational chart not correctly constructed: poor layout, written communication makes it difficult to read and understand, no budget, mission statement not referenced.	Majority of sections had inadequate details, unable to gain an understanding of the organisation from minimal detail provided or major aspects have not been provided.	/10
	10 - 9	8 - 7	6	5	4 - 0	

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. Reflective statements are included. (5 marks)	Fully developed, well written and presented table. Meaningful descriptions of student's tasks completed at placement. Included brief reflective statements.	Descriptions of student's tasks and activities each day meaningful but not as fully developed.	Reasonable descriptions but some aspects are not fully developed to explain student's involvement.	Fair descriptions but lacks depth or some details.	Poor – simple and repetitive. Lacks meaningful descriptions.	/5
	5	4	3	2.5	2 - 0	

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

Criteria	High Distinction	Distinction	Credit	Pass	Fail
Situation (2 mark)	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. 2	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. 1.5	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. 1.25	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. 1.0	The situation where the student was using the GC is not explained and there is no context for the student's actions. 0
Action (3.5 marks)	The actions the student performed are described fully using appropriate action verbs . The student's role is clearly personalised and concisely articulated in logical correct sequence. Evidence provided in the appendix referred to here. Numerical data used. 3.5	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. 2.5	The student has described most of their actions using action verbs. Some lack of ownership by the student. A satisfactory explanation of actions taken. 2	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. 1.75	No meaningful discussion regarding the student's actions. Did not use action words. 0
Result (2 mark)	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. 2	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. 1.5	Reasonable evidence provided to prove the student's success. Fairly convincing. Numerical evidence is used when appropriate 1.25	The result or evidence that the student has performed well is vague and not clearly articulated. No appropriate numerical evidence. 1.0	No result or evidence of accomplishment or achievement given. 0

Graduate Capability 1

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Mark
Situation (2)						/7.5
Action (3.5)						
Result (2)						

Graduate Capability 2

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Mark
Situation (2)						/7.5
Action (3.5)						
Result (2)						

Total Grade

/15

4.0 Becoming a Reflective Practitioner Part 1: My Professional Development

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Mark
<p>4.1 My Past: Put the reader in the picture about who you are, based on your past life experiences. Thoughtfully reflect back and outline significant contributing factors that have impacted on where you are today. Discover the meaning by deep thinking and thoughtful interpretations of your background and contributing factors.</p>	<p>Provides full and meaningful understanding of career/life situation to date and personal circumstances leading up to the time of placement. Thoughtful understanding of the deeper meaning and motivations behind their story. Takes into account all the significant aspects of their learning, leisure, relationships and work that may have had an impact on the student. Made connections between factors contributing to situation or uncovered a number of possible causes for how life turned out to date.</p> <p style="text-align: center;">10-9</p>	<p>Clearly describes all background information so that the reader is very sure about the student's background and most of the meaningful factors that have shaped them today. Background provided is not as thorough in discovering the deeper meanings.</p> <p style="text-align: center;">8-7</p>	<p>Describes their background and history. Provides some meaningful reflection on career factors contributing to the student's development to date. Needs more searching for the meaning behind their story.</p> <p style="text-align: center;">6</p>	<p>Provides a description of situation, but does not give a deeper than surface reflection.</p> <p style="text-align: center;">5</p>	<p>Situation not clear and inadequate background or history. Shallow reflection.</p> <p style="text-align: center;">4-0</p>	
<p>4.2 The Present – My Learning Motivations: Discuss in a meaningful and thoughtful manner your desired professional development and career strategies for this placement. Articulate why you chose the original aims and relevance to your professional development. Provide insightful comments for each aim.</p>	<p>Very well written. The student's professional development aims are thoroughly discussed in a meaningful and thoughtful manner. Articulates "why" they chose their original aims and clearly covered all possible benefits to the student's professional development. The reasons driving choice of placement are mature, sensible, thorough and achievable.</p> <p style="text-align: center;">5-4.5</p>	<p>Shows good evidence of interpreting the significance of the potential for professional development. Makes a good attempt to discuss their aims in a meaningful manner. Covered most aspects of the student's potential development at the placement.</p> <p style="text-align: center;">4-3.5</p>	<p>Developing reflective thinking about the student's current professional development needs and the benefits afforded by the placement.</p> <p style="text-align: center;">3</p>	<p>Identifies point of the exercise but shows shallow reflection and little evidence of deeper reflection.</p> <p style="text-align: center;">2.5</p>	<p>Has not adequately thought about professional development. Lacks evidence of ability to set meaningful aims.</p> <p style="text-align: center;">2-0</p>	
<p>4.3 The Future – My Career Strategy 4.3.1 Placement outcomes Provide answers to all questions and fully completed the table of career outcomes. 4.3.2 The Value of the Placement in Regards to Future Goals (1-3)</p>	<p>Excellent response to the questions and explanations in the career outcomes table. Well written. Three excellent responses to the value of the placement regarding future goals.</p> <p style="text-align: center;">5-4.5</p>	<p>Good responses to questions/table that were well-written. Able to identify 2 strong responses.</p> <p style="text-align: center;">4-3.5</p>	<p>Answers a little vague. Identifies reasonable responses but not a very strong relationship with future goals.</p> <p style="text-align: center;">3</p>	<p>Basic or not all questions answered. Identifies 2-3 basic responses.</p> <p style="text-align: center;">2.5</p>	<p>Questions in table not included. Responses are not included or poorly written or unrelated to future goals.</p> <p style="text-align: center;">2-0</p>	
<p>4.4 The Next Career Strategy What will you do to manage your career development and help you to reach your ideal job or find a career direction? Provide two immediate career management recommendations.</p>	<p>Two excellent recommendations for future career strategies are provided.</p> <p style="text-align: center;">5-4.5</p>	<p>Able to identify 2 strong recommendations for the future.</p> <p style="text-align: center;">4-3.5</p>	<p>Identifies reasonable recommendations but not very potent career strategies.</p> <p style="text-align: center;">3</p>	<p>Identifies 1 or less recommendations.</p> <p style="text-align: center;">2.5</p>	<p>Recommendations not included or poorly written or unrelated to discussion.</p> <p style="text-align: center;">2-0</p>	
	5-4.5	4-3.5	3	2.5	2-0	
						/25

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

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Mark
<p>5.1 Context: 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>5.2 Analysis: 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>5-4.5</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>4-3.5</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</p>	<p>Identifies point of the exercise but shows no evidence of deeper reflection (Shallow reflection). Describes rather than analyses.</p> <p>2.5</p>	<p>Lacks analysis of the situation and shows no evidence of reflection</p> <p>2-0</p>	
<p>5.3 Consider: 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 the theory, ideas and knowledge learnt during university course work to the situation. Strong professional knowledge evident. Considered cultural, political, equity and ethical factors at play. Appropriate questioning of status quo based on evidence.</p> <p>5-4.5</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>4-3.5</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</p>	<p>Limited evidence of being able to assess the task or program. Basic judgements and reference to university knowledge.</p> <p>2.5</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>2-0</p>	
<p>5.4 Two Recommendations</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. 6-5	Professional. Adequate formatting. Good visual appeal. 4.75-4.25	Reasonable but incomplete details. Adequate formatting. Not as visually appealing or clear as it could be. 3.75-3.5	Satisfactory but lacks professionalism and detail missing. 3.25-3	Information not provided. Very poor resume formatting. You will not be asked in for a job interview. 2.5-0	
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. 6-5	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. 4.75-4.25	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. 3.75-3.5	Writing is not clear in meaning, Success vague and minimal use of action verbs. Achievements or accomplishments are incomplete or not expressed as effectively. 3.25-3	Duties and roles not written as achievements or accomplishment but just listed as duties. You will not be asked in for a job interview. 2.5-0	
Well written, succinct, clear, effective self-marketing	Superior self-marketing. Should secure student a job interview. 3	Good self-marketing. 2.5	Okay self-marketing. 2	Pass but probably not good enough to gain an interview 1.5	Very poor, inadequate self-marketing. 1-0	
						/15

8.0 The Appendix

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 8.2 Work completed by student, brochures, flyers, etc. 8.3 Letter/email of thanks to HO supervisor 8.4 Host Organisation supervisor's evaluation report	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. 10-8	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. 7	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. 6	Limited documents provided. Items not correctly titled and/or numbered or not listed correctly in the table of contents. Report is not presented professionally. 5	Majority of aspects completed to a poor standard. Significant aspects missing. Report is poorly presented. The student did not receive a visit. 0	
						/10

OVERALL REPORT DEDUCTIONS:

Criteria	High Distinction	Distinction	Credit	Pass	Fail	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. No deductions	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. -2.5 marks	Some sections of report are unclear or not concise. Grammar &/or spelling contains some errors. Headings and formatting have minor errors. - 5 marks	Majority sections of report are unclear or not concise. Meaning unclear &/or grammar &/or spelling contain frequent errors. Poor formatting. No proof reading. -10 marks		
Up to 10 marks deducted for not responding in a timely manner to VU supervisor	Student communications were prompt and professional. No deductions	Student replied to communications from their supervisor in a relatively timely manner. -2.5 marks	Student was slow to reply to communications from their supervisor. -5 marks	Student did not reply to communications from their supervisor. -10 marks		