

COLLEGE OF SPORT AND EXERCISE SCIENCE

Career Development and Employability Report Writing Guidelines



Make your Career Happen! Career Placements are the vehicle we provide for students to drive to their career destination.

Career Development and Employability Web Site:
www.staff.vu.edu.au/hmrpcpd

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Table of Contents

Career Placement Report Submission Requirements.....	2
1.0 The Organisation.....	3
1.1 Contact Details	3
1.2 Supervisor's Details	3
1.3 Organisational chart.....	3
1.4 Organisation's mission statement and aims of the section of the organisation, the program/project.....	3
1.5 Programs and/or services provided by the organisation	3
1.6 Budget/Financial Information.	4
2.0 The Placement Chart of Hours/ESSA Logbook	4
3.0 Graduate Capabilities.....	5
4.0 Becoming a Reflective Practitioner Part 1:My Professional Development	12
4.1 My Past.....	12
4.2 The Present – My Learning Motivations	13
4.3 My Placement	13
4.4 Impact on My Professional Development	14
4.5 The Future – My Career Strategy	15
5.0 Becoming a Reflective Practitioner Part 2:Reflection to Improve Professional Practice	17
5.1 Context:	17
5.2 Critical Analysis:	17
5.3 Considered Opinion:	17
5.4 Summary:	18
5.5 Recommendations:.....	18
6.0 Resume Entry	20
7.0 Evaluation Victoria University Career Development Program	21
8.0 The Appendix.....	22
8.1 Copy of the CDE Contract	22
8.2 Student's work and any items the reader has been referred to in the body of the report.....	22
8.3 Photocopy of the letter of thanks or thank you email sent to the host supervisor	22
8.4 Host organisation supervisor's evaluation report on the student placement performance.....	22
9.0 Career Development and Employability grading rubric	23

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.
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.
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.

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	35%
Section 5: Becoming a Reflective Practitioner Part 2	20%
Section 6: Resume Entry	10%
Section 7: Evaluation VU CDE Program	
Section 8: Appendix	5%

NOTE: All shaded areas in these guidelines represent teaching / learning modules providing students with knowledge or examples to assist with report writing. Read the relevant shaded boxes, before starting to write each section, to ensure understanding of career development concepts and appropriate answers are provided.

1.6 Budget/Financial Information.

(Reference your sources and provide the organisation's annual report, if available, in the appendix) Include total budget of the program or department where the student worked. Identify and break down budget. If actual figures are not available, approximate these numbers (you can discuss with your supervisor). Where possible, include all sources of finance (government grants/funding and cost to clients) and all costs to organisation staff salaries, equipment, venue hire, transport fees, insurance etc.). Please note that if \$ amounts are sensitive, these amounts can be blacked out but the items can remain visible. Try to use discussion as utilised in the example below.

EXAMPLE:

The ██████████ Football Club Ltd had a revenue stream of \$48,417,018 for 2016 with a total profit of \$1,773,234 (██████████, 2016, p15). This is an increase from the revenue stream of \$41,321,293 for 2015 with the final profit for 2015 was \$388,262.

The total expenses for the Membership department was totalled as \$3,573,251 for 2016. Those expenses in the Membership department include the rather small allocated budget for the Fan Engagement department.

The predominant source of income for the ██████████ Football Club is customer receipts which is largely through bought memberships, but another large source of income is sponsorship streams. The total revenue sources include: sale of goods, AFL Distribution and prize money, Membership and match day revenue, Sponsorship, Donations, Gaming and function revenue, Grants and Rental services (██████████, 2016, p21). All figures for revenue streams are confidential and were not released in the 2016 ██████████ Annual Report.

(McDonald, J., CDE Student SSM3003 Example)

2.0 The Placement Chart of Hours or ESSA Logbook (Sport Practice students only)

Grade value 5%

A chart of hours is required by all students. Students undertaking the Bachelor of Exercise Science (Sport Practice) will also be required to complete an ESSA log book.

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 may 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 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.

Sport Practice (ABHD) students only

Due to ESSA requirements students must use the ESSA Logbook Template to record placement hours. Details and links to the template are on the AHE3120 VU Collaborate space or on the ESSA website.

- **Logbook submission:** Scan your final report with signatures and upload onto the Assessment Drop Box on the VU Collaborate site of the AHE3120 unit you were enrolled into.
- For this Report, please provide a summary of 'Day and date; Hours; and Tasks' as instructed on this Chart of Hours page (you can copy sections from your logbook).

Sample Chart of Hours:

Day and date	Hours	Tasks
Wed. 1/02/2017	8	Orientation and observation of workplace and meeting 6 other staff leaders and Amy who is the administrator. Read occupational health and safety and confidentiality policies. Went through the Workplace and OHS Site Induction Checklist with my supervisor and had signed this off (see Appendix 8.5). Very friendly staff.
Fri. 3/02/2017	8	Undertook a stocktake of equipment and organised the venue for the canoe instruction "learn to" activity. Created program activity running sheet (see Appendix 3). Good to see behind the scenes planning.
Wed. 8/02/2017	10	Performed a leadership role during canoeing activity and was responsible for 8 students. Spent 6 hours on the water instructing. Covered all basic strokes and how to get back into canoe if capsized. Packed up equipment. I need to be more assertive when students talk during instruction.
Fri. 10/2/2017	8	Marketing strategy development. Investigated potential client groups using data base, wrote letter of introduction and started creation of the promotional brochure. Good balance of using your intellectual and practical skills in this job.
Wed 15/2/2017	2	Finalised promotional brochure to enable my supervisor to edit and print off. Conducted an evaluation meeting with Supervisor (Evaluation – Appendix 5). He was very pleased and recommended gaining more experience and my level 3 instructor certificate.
...	...	Continue completing the Chart of Hours for the required 70 or 140 placement hours.
Total Hours	70 hours	

• ESSA Logbook Assessment Drop Box upload date: _____ Sport Practice (ABHD) Students only

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 communication 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 students need to read the learning modules on pages 5 – 11 of report guidelines.

Graduate Capabilities – (choose only 3 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. 100 - 200 word limit for each graduate capability.

Formatting for Graduate Capabilities

Graduate capability	<p>Achievements/Accomplishment (100 - 200 words only)</p> <p>Use the S.A.R. Framework described on page 6.</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.

EXAMPLES:

Problem Solving	School Holiday Leader Boroondara City Council Working in a team of 8 leaders with 60 children attending school holiday program I identified that children were behaving badly following a particular game. I could see the cause for poor behaviour was that children were frustrated when asked to stop the game too soon. I alerted all leaders to always play this particular activity longer and to position it before the morning tea break so that those children keen to continue were able to do so. The result was amazing. The children's behaviour problems disappeared. Students actually organised themselves to play the game during breaks and leaders emerged from amongst the children to organise the activity, independently from staff.
Problem Solving	Melbourne Sports and Aquatic Centre While working at Melbourne Sports and Aquatic Centre Holiday Program, I worked within a team of 12 holiday program leaders to supervise over 100 participants daily. The need arose to streamline the processing of late excursion notices as children with late notices were delaying procedures. Late children needed to be placed into groups, before departing for excursions; I devised a system where parents came to a special table with money and forms before dropping off their child. Children were then quickly placed into the established groups. The new procedure stopped children and parents wandering around, not knowing where to go or where to hand in the appropriate paper work. Parents were held up for a few minutes and it alerted them to the value and importance of handing in forms prior to the excursion. The revised procedure saved approximately 30 minutes of organisation time and ensured all permission and payment forms had been accounted for prior to setting out on the excursion.

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.

EXAMPLE:

Written Communication	Holiday Program Co-ordinator <p>Whilst working as the Holiday Program Coordinator for Frankston City Council overseeing 4 school programs, I recognised attendance at higher priced excursions dropped from 50% to 30% of children. I created an attractive and motivating information flyer using knowledge of Microsoft Publisher to market and outline details for the excursions. The first flyer went home with all children and 60% of children attended this excursion. When previously offered, this excursion only attracted 40% of children. Feedback from parents indicated that the flyer had communicated effectively the excursion details but also made the activity sound very appealing. I have been using flyers for 6 months now and all excursions have around 60-70% of the children attending.</p>
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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.

EXAMPLES:

Verbal Communication	Event Assistant Anti-Cancer Council <p>As an assistant event manager working on Daffodil Day with the Anti-Cancer Council (Victoria), I personally contacted 100 organisations by phone regarding assistance with product sales for Daffodil Day. Ninety five percent of those companies spoken to agreed to assist in this event. Due to success of the sponsorship I solicited, I was offered a similar position for the next Anti-Cancer Council event.</p>
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Verbal Communication	Victoria University Research Assistant <p>Subjects who volunteer for research studies are often unfamiliar with testing protocols. As a research assistant, the task was to ensure each of the 18 subjects had an understanding of all aspects of the testing procedure as well as ensuring individual safety and comfort. Every minute for the 10 minutes of each cycle test, I provided verbal feedback and encouragement to the subject and, in addition, sought the subject's verbal rating on the degree of difficulty based on Borg's Rating of Perceived Exertion (RPE). All subjects expressed their appreciation of my verbal feedback throughout testing adding that it allowed them to give a maximum performance throughout the 10 minute period. Such feedback assisted in determining as accurately as possible the fatigue level for the procedure for all 18 subjects.</p>
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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.

EXAMPLES:

Teamwork	Melbourne Sports and Aquatic Centre (MSAC) Customer Service Approximately 2000 people use the MSAC facility per day. Communication and collaboration between 40 or more staff in the different departments is imperative. As a member of a team of 10 staff working in the school holiday program managed the relationship between front desk and holiday program staff. Ensured continuous liaison between the front registration desk and activity leaders resulting in a smooth enrolment and registration process. The children, as well as my fellow team workers and reception staff voted me the most popular leader. I have been asked to join the team again in a similar role for future programs.
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Teamwork	Strength and Conditioning Assistant Hawthorn Football Club The Hawthorn Football Club physical development department consists of approximately 10 staff. The placement role was multi-faceted and required accurate transfer of information by me to professionals such as strength and conditioning coaches, physiotherapists and speed and mobility trainers. Listening, questioning, taking notes, compiling player programs for distribution were all essential elements of the role that worked to ensure timely transfer of critical information from one professional to another. My efficiency in performing this role resulted in an offer to continue with the club for the following year.
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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.

EXAMPLES:

Working autonomously	Marketing for World Leisure Congress Working as a member of an 8 person marketing committee for the World Leisure Congress in 2012, I initiated and developed a database of all universities, worldwide, that offered a recreation or sport related course. Working to a tight 3-week timeline, I spent 50 hours working independently at home researching courses and putting together the data base that could then be used for a worldwide mail out to promote the Congress. The database and document was produced, on time, contained over 300 entries from around the world and was so useful it is now being on-sold to other groups for similar marketing campaigns.
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<p>Working autonomously</p>	<p>Physiotherapist Assistant Prime Health</p> <p>During my time on placement at Prime Health, my supervisor received a referral from a Physiotherapist regarding a client who wanted to get involved in some exercise programs in the local area.</p> <p>I researched the various suitable programs for the client, and after contacting the agencies for the correct information, I developed some information sheets for the client to take home. I organised an appropriate time to meet with the client, in order to discuss the various options available.</p> <p>As a result of the thorough research of the programs available and by independently meeting with the client to pass on the information, the client was very happy with the programs on offer. The client agreed to participate in three of the programs offered, and was happy to have a referral.</p> <p>(See Appendix 9 for copy of information)</p>
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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.

EXAMPLES:

<p>Working in an environmentally, socially and culturally diverse responsible manner</p>	<p>Recreation Project Officer – Moonee Valley City Council</p> <p>Collaborated with six local recreation clubs on a project called “Direct Rec Link”. The project was designed to help clubs become more inclusive and to be welcoming to older adults, people with a disability, socially isolated adults and people from culturally and linguistically diverse backgrounds. My role was to seek community involvement in the project through advertising and visiting several neighbourhood houses and older adult networks to find clients who would benefit from the project. A key outcome from the project was that 10 more people from culturally diverse backgrounds joined existing clubs.</p>
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<p>Working in an environmentally, socially and culturally diverse responsible manner</p>	<p>Mayflower Rehabilitation Centre</p> <p>Assisted a number of clients who had a physical disability as a result of their injury. One particular client that my supervisor and I were working with had Brown-Sequard Syndrome, which resulted in the use of a wheelchair for the majority of his transport. In order to increase his strength and mobility, we were assisting him in the transition into a gym exercise program.</p> <p>I independently worked with the client over three sessions with my supervisor present only if required. During the sessions I assisted the client through each exercise, helping him in and out of his wheelchair, providing support for small distances of walking, and giving verbal encouragement and motivation to help him through the exercises.</p> <p>By providing assistance, encouragement and support, the client was able to successfully complete his gym program and increase his cardio component by 2 minutes.</p>
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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.

EXAMPLES:

<p>Locate, critically evaluate, manage and use written, numerical and electronic information</p>	<p>Researcher Netball Victoria</p> <p>Netball Victoria staff wanted to improve the use of member information in order to more effectively communicate with and market to their 22,000 members. I identified Netball Victoria did not have an easily accessible database. Using advanced knowledge in Microsoft Excel I was able to set up a very user-friendly database that could be managed easily by every member of staff. Once the data base was established, I trained the 6 full time staff in its application and benefits. All staff are now fully accessing the database and using it in many ways to support their activities.</p>
<p>Locate, critically evaluate, manage and use written, numerical and electronic information</p>	<p>Health, Wellbeing & Accessibility Coordinator at Disability Outreach</p> <p>While working at Disability Outreach I was asked to provide two exercise programs to increase the strength, mobility and flexibility for clients. I read, critiqued and summarised approximately 5 research articles and other retirement home exercise programs to synthesise this information into the exercise program. Explained, taught and performed exercises to 4 other staff members and instructed them on how to deliver this program to the centre's 50 clients. The team leader and staff endorsed the program and are adapting the following year's weekly activity schedule to accommodate the program.</p>
<p>Locate, critically evaluate, manage and use written, numerical and electronic information</p>	<p>Strength and Conditioning Assistant Western Jets Football Club</p> <p>Whilst on placement responsibility was given to me for creating individual reports on each of the player's movement competencies. Fifty individual player reports were created on an Excel spread sheet that scored each of 6 exercises on a 0 to 5 scale. The information was used by the strength and conditioning staff to help them design individual gym programs for all players. The successful completion of this task resulted in recommendation and thus opportunity for me to work with the AFL Umpires' Association to perform a similar analysis.</p>

4.0 Becoming a Reflective Practitioner Part 1: My Professional Development

Grade Value 35%

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 about some of the topics in the thought box below. These are prompts for reflecting about your placement and aimed to help you to get to the core or heart of the experience. Consider how the placement has impacted you as an individual rather than just thinking about the placement in broad generalisations. The thought box should help you to start the writing process in a meaningful way and further develop your appreciation of the significance of the placement.

THOUGHT BOX		
<ul style="list-style-type: none"> At what stage were you at in your professional development before this placement? What is your career history? What significant life experiences have had an impact on you to date? 	Placement aims: <ul style="list-style-type: none"> Why did you choose them? Did you achieve your aims? How did you contribute while on placement? Was this placement what you were expecting? 	<ul style="list-style-type: none"> Did you learn something new? E.G. skills, technical knowledge, professional insights, leadership style, knowledge of a career area previously unknown. How long did it take before you felt like you belonged at the placement?
<ul style="list-style-type: none"> Has there been an impact on you as a person or professional in a real work setting? How did your existing values and beliefs affect your behaviour at the placement? How did they change? 	<ul style="list-style-type: none"> What traits, qualities or behaviours did you develop or enhance? Has this placement changed you in any way? How did you feel at this placement? 	<ul style="list-style-type: none"> Did you gain a better understanding about the client group you worked with at placement? Do you think this could be a career area where you could make a meaningful difference? What did you really care about?
<ul style="list-style-type: none"> How has your employability been advanced or was there a happenstance? What relevance was the placement to your future career choices? 	<ul style="list-style-type: none"> What were your likes/dislikes and what were the best parts of the placement? Were your strengths/weaknesses revealed or utilised during the placement? E.g. Teamwork 	<ul style="list-style-type: none"> Were you willing and flexible to see situations differently and step outside yourself and your biases? Did you understand the motives and actions of others at placement? Who did you connect with and why?

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

Below each heading and description of what is required there is an example (The Outdoor Experience) provided to help you understand and to demonstrate a high distinction reflective answer.

4.1 My Past

Grade value 10%

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 on the direction your life has taken and shaped you into the person you are today.

The Outdoor Experience Example: Prior to my placement I completed my final year of schooling at Alexandra Secondary College and have lived in Eildon most of my life. At school I participated in football, soccer and cricket and was the school sports captain. I have always been a leader when it comes to my sport. After I finished school I worked full-time as a labourer to save for a camp America experience starting in May 2013. I travelled to the USA and was a camp counsellor for the YMCA for 12 weeks. This was a highlight experience in my life. It gave me a 'taste' of working on a camp with children and I believe I grew up as a result of travelling and working overseas. I had to be very responsible for myself and others and I learnt how to create a fun and safe program for children.

I have always loved sport and participating in it rather than sitting down and watching it. When I went on camp I realised I also really enjoyed working outdoors with young people and helping them learn practical skills, group living skills and appreciation for the environment. This background contributed to my choice of study and after taking my gap year I started a double degree in Sport Management and Youth Work with a focus on outdoor adventure activities at VU.

4.2 The Present – My Learning Motivations

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?

The Outdoor Experience Example cont'd: For my 70 hour placement I decided to gain experience working with a different client group rather than children. My plan was to use my existing leadership skills already developed with the YMCA camp in 2013 and to build these skills to a more advanced level. I searched for an organisation that offered outdoor programs to help youth at risk and asked my outdoor lecturer for some leads. He pointed me to "The Outdoor Experience"(TOE). I researched the company and it seemed a great fit. Since 1985, The Outdoor Experience (TOE) has been offering a range of Outdoor Adventure Intervention programs for young people aged 15 - 25 years. I felt very excited about this organisation as it would give me a real opportunity to learn how to make a difference in the lives of others. I could see it would be a very valuable experiential learning opportunity and I think I learn best when doing rather than listening at university.

My professional development aims for the placement were:

1. To learn about TOE's Bush Adventure Therapy Program by assisting as a leader on an extended wilderness bushwalking journey to a remote location in Victoria working with a small group of young people.
2. To develop my skills and understanding of working with young people who have, or have had, issues with alcohol and/or substance use.
3. To observe and learn how to support young people to deal with and reflect upon the difficult life circumstances that they may have brought to TOE and gain skills to help young people to recognise their own strengths.

4.3 My Placement

Grade Value 5%

Provide a short descriptive summary of the role and what you did.

The Outdoor Experience Example cont'd: The TOE camping trip that I attended was focused on helping the participants to develop healthy relationships with self, others and the environment. We were bushwalking in the Bogong High Plains area for 5 days. It was tough terrain and weather conditions especially for the participants who were all novice and most had never left the city before. I felt physically challenged even though I have a background in bushwalking! My role was to be the assistant 'whip'. This meant staying at the back of the group, along with the very experienced leader from TOE, to support and encourage the participants who were walking slowly or struggling. I also organised a get to know you activity for the second night out in the bush and ran a debrief session with coaching from the camp leaders on the third night. I had some idea of how to do this after watching and learning the two experienced leaders facilitate debriefs on four previous occasions during the walk. My other role was to ensure 'safety' 24/7 at every stage of the trip. This meant observing closely the mood, behaviours and actions of the participants and filtering what was happening through "is this safe?" thinking.

Reflect on whether your aims were achieved. How did you contribute to the host organisation and/or the client groups you worked with?

- How has the placement impacted on you as a professional?

The Outdoor Experience Example cont'd: The personal goals I had set for myself were all achieved. This placement really challenged me and changed me, both emotionally and as a professional working with young people. I dropped many of my preconceived judgemental ideas about why young people may turn to drugs. I was humbled by their life experiences and how they had survived. I doubted I would have been able to endure some of the things these young people had been through. They all wanted to find better ways of coping with their lives but up until the camp did not know how or have the internal resources to make changes. I felt so fulfilled knowing I could make a small contribution to their lives through this experience.

I was able to help by building their confidence with words of encouragement, standing beside them as they challenged themselves physically to climb hills with a heavy pack and being a friend who listened without judgement or advice giving when we had rests or at night around the camp fire. I contributed to assisting the participants to gain a sense of confidence, achievement and pride when they looked back and realised "I did that"! I personally experienced and witnessed the power of adventure therapy, when provided by skilled leaders, to help change a person's perception of themselves for the better and hopefully empower them to make positive changes in their lifestyle.

I realised that most of the young people on my camp were very sensitive people inside and that is part of the reason they turned to drugs – a way of dulling the pain. I could see that for at least two of the participants this was also their greatest strength. They were the ones who were always so helpful and empathetic to their peers on the walk. This was a huge revelation for me. I became really interested in finding out what people's strengths are and how to apply that in everyday living. I have started to research this topic after the camp. I found evidence that shows that knowing and applying your strengths increases your life satisfaction and well-being. I feel like I am on a mission and the internal fire in my belly is motivating me to spend time doing research into this topic outside of university. Who would believe I would be turning to the books when I did not have to.

When I reflected back to my school life, leadership positions at school, the YMCA camp and compared these to my TOE experience I could see a pattern emerging. I gravitate to young people and helping them with my existing skills however to date all of my leadership skills have been self-taught or innate. This experience exposed me to a client group who I loved working with but I realised my innate, existing leadership skills were definitely not enough if I was going to help people in a lasting way and not just in the moment they are with me. If I am really going to become a leader who understands how to gently and simply help young people grow into people who feel confident in themselves and who want to lead positive lives then I needed to learn much more. I am looking forward to learning about the theory and evidence based ways to help others so that I can go to the next level as a leader.

The teamwork that I developed during this camp was incredible. I had to communicate with my leaders continuously to let them know how I was feeling or if I had picked up something from a participant's behaviours or moods that were important for how we worked with that individual or others. The two experienced leaders allowed me to have input regarding the programme each night and we shared responsibility for the activities while complimenting each other. I was much closer in age to the participants and could give the younger perspective to the older leaders. For example the leaders were going to conduct a session on the first night that I found too challenging as it assumed we could remember three things at once and if I found it too challenging I suggested it may overwhelm the participants. The leaders were really grateful for my input as they wanted the participants to experience success early in the camp and not negative feelings such as they had bad memories.

I have thought about what I really liked about this placement and it was a number of things. Working outdoors, changing lives through my interpersonal skills, learning from experts (my fellow leaders), learning from the participants, getting better at being a leader as the week progressed as I was really nervous at the start, being in a close team of three and working with small groups of people which enabled me to get to know everyone really well. I enjoyed our debrief sessions at night as they made you think more deeply about the simplest yet profound things that happened during the day. I will use the activity – 3 blessings for the rest of my life. Each night we had to remember 3 things that went well that day. It made us all feel grateful and strangely happy inside because we looked for the positives and after doing this I realised that it is very powerful in life.

I think my strengths are definitely working with people, being empathetic, showing them I believe in them and being patient while people learn and gain their confidence. My weakness was that I got too close and emotionally involved with one participant in particular. I have not yet learnt how to set professional boundaries so that I do not get too drained or burnt-out by doing too much for the person rather than letting them gain the internal drive to succeed. I will not always be there in the person's life to prop them up so it is important I learn how to do this well.

Undertaking this self-reflection about my placement was hard because I tend to learn while I am doing things but writing it down has helped me to go deeper in my learning rather than just moving on to another experience and not fully learning from this placement.

4.5 The Future – My Career Strategy

Grade value 5%

4.5.1 Placement Outcomes:

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

Please insert the table below into your report. Select one or more outcomes that have eventuated for you from your current career 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.		

4.5.2 The Value of the Placement in Regards to Future Career Goals.

1. Comment on the value of the placement in regard to future career ambitions.
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. Next career strategy: What will you do next 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?)

* 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 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. 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.

EXAMPLES:

Recommendation 1:

- New staff undertake specific ½ day training to learn multicultural considerations and understandings before working within the local community.

Recommendation 2:

- Apply for a Sport and Recreation Activity Program grant to purchase new equipment and pay to market the physical activity program to multicultural groups.

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?

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 the whole resume in this report.

EXAMPLES:

*Example 1***Jan–June 2017**

140-hour University Placement

Physical Activities Assistant**Council on the Ageing (COTA) Victoria**

Created a 10 week exercise program for older adults with mobility issues:

- Researched and synthesised worldwide ideas from recent research, successful programs and leading developments in the area of regaining and retaining mobility for older adults.
- Developed and wrote an innovative program based on the philosophy that supportive, empathetic relationships and valuing clients create motivation to exercise.
- Prepared and delivered classes at VCOTA city facilities as well as trained a team of 4 staff to conduct the program at three other Melbourne homes for older adults.
- A total of 85 people completed the pilot program with attendance rates consistently reaching 90% for each session.
- The program gained media attention due to the considerable fitness improvements achieved by the participants and a research project to provide evidence for the improvements is now underway.
- VCOTA is seeking government funding to continue my employment and allow me to establish this program as a state-wide initiative to improve wellbeing of older adults.

*Example 2***Nov–Dec 2017**

70-hour University Placement

Recreational Therapist Assistant**Prime Community Rehabilitation Centre**

Prime Community Rehabilitation Centre provides rehabilitation services for people of all age-groups residing within the [REDACTED] municipalities.

- Located and managed electronic and written information for the development of the Exercise Program Locality Guide for over 100 staff to access via Intranet.
- Documented 6 client histories within their confidential and legal case files in regards to sessions with the client.
- Independently organised and conducted a client session for the discussion of the available community exercise programs.
- Actively participated in 4 'Bike Re-Education' Program sessions with clients who had an acquired brain injury.
- Assisted supervisor with 7 off-site gym sessions with a variety of clients.
- Attended 3 confidential patient team reviews, liaising with community rehabilitation team.

Example 3

Feb - Nov 2016

140-hour University Placement

Trainee

Exercise Research Australia

Exercise Research Australia provides exercise physiology and fitness services and delivers VCE Physical Education programs to support Victorian school teachers and students.

- Showed initiative, ability to work under pressure and exceptional communication skills, was entrusted with independent leadership role for Certificate III and Certificate IV in Fitness in second month.
- Developed advanced skills in testing procedures for a battery of 10 standard fitness tests for both laboratory and on field.
- Provided assistance in testing for over 30 semi-elite and elite sporting organisations.
- Independently conducted a full battery of both laboratory and field tests for 80 semi-elite cricketers at the Melbourne Cricket Ground.
- Offered ongoing employment midway through placement.

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.

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. (A career portfolio is a folder containing evidence of your skills that you should take to 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 for a 'Thank you' letter

	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.

References:

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

9.0 Career Development and Employability

Student ID: _____ Student Name: _____

Placement Report Grading Rubric

Unit Code: _____ VU Supervisor: _____

Host Organisation: _____

Comments:

Overall Mark (out of 100)	_____
minus Deduction/s (see page 27)	_____
	=====
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 (2 marks) 1.3 Organisational chart (2 marks) 1.4 Mission/aims of organisation (1 mark) 1.5 Programs and/or services provided by organisation (2 marks) 1.6 Budget / financial information or costing for program student worked on and/or the organisation (2 marks)	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/ESSA Logbook

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.	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 (1.5 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. 1.5	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. 1.25	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	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. 0.75	The situation where the student was using the GC is not explained and there is no context for the student's actions. 0
Action (2 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. 2	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. 1.5	The student has described most of their actions using action verbs. Some lack of ownership by the student. A satisfactory explanation of actions taken. 1.25	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. 1.0	No meaningful discussion regarding the student's actions. Did not use action words. 0 - .5
Result (1.5 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. 1.5	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. 1.25	Reasonable evidence provided to prove the student's success. Fairly convincing. Numerical evidence is used when appropriate 1.0	The result or evidence that the student has performed well is vague and not clearly articulated. No appropriate numerical evidence. 0.75	No result or evidence of accomplishment or achievement given. 0

Graduate Capability 1

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Mark
Situation (1.5)						/5
Action (2)						
Result (1.5)						

Graduate Capability 2

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Mark
Situation (1.5)						/5
Action (2)						
Result (1.5)						

Graduate Capability 3

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Mark
Situation (1.5)						/5
Action (2)						
Result (1.5)						

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 My Placement: Provide a short descriptive summary of the role and what you did. Succinctly describe to the reader where, who you worked with, what you did, what happened and the skills and knowledge that were applied during the placement.</p>	<p>Strong evidence of being able to fully grasp their role during the placement and clearly articulates where the placement fitted into the overall organisation's aims. Shows clear perceptions /understanding of the placement role. Where appropriate gave reasons for what happened or the way programs are delivered by relating the theory, ideas and knowledge learnt during university course work.</p> <p style="text-align: center;">5 – 4.5</p>	<p>Insightful succinct description of the placement, concise and to the point. Quite good professional knowledge demonstrated.</p> <p style="text-align: center;">4 – 3.5</p>	<p>Shows a developing ability to succinctly describe experiences and demonstrate their professional knowledge.</p> <p style="text-align: center;">3</p>	<p>Limited evidence of being able to fully describe their experiences succinctly and display professional knowledge.</p> <p style="text-align: center;">2.5</p>	<p>Description is not clear and misses the point of exercise. No professional knowledge obvious.</p> <p style="text-align: center;">2 – 0</p>	
<p>4.4 Impact on My Professional Development: Reflect on whether your aims were achieved. How did you contribute to the host organisation and or the client groups you worked with? How has the placement impacted on you as a professional?</p>	<p>Excellent personal reflection and summary of the key professional development that has occurred. Deep and thoughtful points have been discussed and meaning behind the development has been articulated. Distilled placement experience very well. Articulates "how" placement aims were achieved and "what" that means to their professionalism</p> <p style="text-align: center;">10 - 9</p>	<p>Good reflection with most main areas of development discussed in a meaningful manner.</p> <p style="text-align: center;">8 - 7</p>	<p>Satisfactory reflection but could be developed in a more meaningful manner.</p> <p style="text-align: center;">6</p>	<p>Basic reflection lacking depth and thoughtfulness about the impact of the placement and the student's contribution.</p> <p style="text-align: center;">5</p>	<p>Lack of a meaningful reflection.</p> <p style="text-align: center;">4 - 0</p>	
<p>4.5 The Future – My Career Strategy Provide answers to all questions and fully completed the table of career outcomes.</p>	<p>Excellent response to the questions and explanations in the career outcomes table. Well written. Two excellent recommendations for future career strategies are provided.</p> <p style="text-align: center;">5 – 4.5</p>	<p>Good responses to questions/table that were written well. Able to identify 2 strong recommendations for the future.</p> <p style="text-align: center;">4 - 3.5</p>	<p>Answers a little vague. Identifies reasonable recommendations but not very potent career strategies.</p> <p style="text-align: center;">3</p>	<p>Basic or not all questions answered. 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>	

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

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Mark
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.	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.	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.	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.	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.	Task/program/activity is not clear and provides inadequate background or history.	
	3	2.5	2	1.5	1 - 0	
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.	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.	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.	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.	Identifies point of the exercise but shows no evidence of deeper reflection (Shallow reflection). Describes rather than analyses.	Lacks analysis of the situation and shows no evidence of reflection	
	5 - 4.5	4 - 3.5	3	2.5	2 - 0	
5.3 Considered Opinion: 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.	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.	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.	Shows a developing ability to assess the task or program. Partial attempt made to relate theory, ideas or knowledge learnt during University course work.	Limited evidence of being able to assess the task or program. Basic judgements and reference to university knowledge.	Lacking perceptions of the situation. Does not show an understanding of the requirements of this section and misses the point of exercise.	
	5 - 4.5	4 - 3.5	3	2.5	2 - 0	
5.4 Summary	Excellent professional summary of the main points and findings from the discussion that leave an impact on reader. No new information introduced.	Good summary of main points and findings from the discussion. No new information introduced.	Satisfactory summary of the main points discussed. No new points introduced.	Basic summary of the main points from the discussion.	Lack of summary of the main points and findings from the discussion.	
	3	2.5	2	1.5	1 - 0	
5.5 Two Recommendations	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.	Able to identify 2 strong recommendations for the future use.	Identifies basic recommendations. Vague connection to the discussion.	Identifies 1 or less basic recommendation Unrelated to discussion.	Recommendations not included or poorly written or unrelated to discussion.	
	4 (2 marks each)	3 (1.5 marks each)	2.5 (1.25 marks each)	2 (1 mark each)	1 - 0 (0.5 - 0 marks each)	

/20

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. 4	Professional. Adequate formatting. Good visual appeal. 3.5	Reasonable but incomplete details. Adequate formatting. Not as visually appealing or clear as it could be. 2.5	Satisfactory but lacks professionalism and detail missing. 2	Information not provided. Very poor resume formatting. You will not be asked in for a job interview. 1 - 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. 4	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. 3.5	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. 2.5	Writing is not clear in meaning, Success vague and minimal use of action verbs. Achievements or accomplishments are incomplete or not expressed as effectively. 2	Duties and roles not written as achievements or accomplishment but just listed as duties. You will not be asked in for a job interview. 1 - 0	
Well written, succinct, clear, effective self-marketing	Superior self-marketing. Should secure student a job interview. 2	Good self-marketing. 1.5	Okay self-marketing. 1.25	Pass but probably not good enough to gain an interview 1	Very poor, inadequate self-marketing. 0	
						/10

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 and so on 8.3 Letter/email of thanks to Host Organisation supervisor 8.4 Host Organisation supervisor's evaluation report 8.5 Signed Workplace OHS Site Induction Checklist	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. 5	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. 4	Majority of documents provided. Items not correctly titled and/or numbered or not listed correctly in the table of contents. 3	Limited documents provided. Items not correctly titled and/or numbered or not listed correctly in the table of contents. 2.5	Majority of aspects completed to a poor standard. Significant aspects missing. 2 - 0	/5

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. 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	-