

	<b>The UFHRD Teaching and Learning Resource Bank</b>
Resource Title	'Integrating a career coaching approach within a preparing for placement module in order to enhance student employability'
Authors	Dr Rebecca J Jones ( <a href="mailto:Rebecca.jones@worc.ac.uk">Rebecca.jones@worc.ac.uk</a> ) & Dr Holly Andrews ( <a href="mailto:h.andrews@worc.ac.uk">h.andrews@worc.ac.uk</a> ), Worcester Business School, University of Worcester
Key Words	Employability; career coaching; experiential; flipped lectures; formative feedback; placements
Context	Preparing for Placement module is an optional, 15-credit, semester one module available to Business Management students and Computing students on a variety of degree pathways in their 2 <sup>nd</sup> year of undergraduate study. For year 2015/16 a total of 78 students took the module.
Purpose	The module is aimed at supporting students on an individual basis to gain the relevant knowledge and skills necessary to successfully navigate the placement year recruitment market and was developed in response to the reality of the competitive nature of the placement recruitment process, which makes it increasingly challenging for students to successfully secure a placement role (Brooks, 2012). Work placements have a clear link to improving the development of essential soft-skills and subsequent graduate employability (Andrews & Higginson, 2008; Bennett, Eagle, Mousley, & Ali-Choudhury, 2008; Bowes & Harvey, 2000; Crebert, Bates, Bell, Patrick, & Cragolini, 2004; Little & Harvey, 2006; Mason, Williams, Cranmer, & Guile, 2003) therefore providing students with the requisite skills to successfully obtain a placement is a key strategic goal of the University of Worcester Business School.
How it works	<p>There is very little research regarding interventions that can assist students in increasing their success in securing a placement. Those studies that have provided examples of such support tend to focus on traditional career advice functions such as CV workshops, mock interviews and mock assessment centres (i.e. Maher, 2010; Taylor &amp; Hooley, 2014). We adopted an innovative approach to supporting students in gaining a work placement by supplementing traditional careers advice functions, with 'bitesize recorded lectures'; online formative feedback exercises; summative assignments aimed to encourage proactivity and application skills and most importantly, one-to-one career coaching. The extant literature on workplace coaching has demonstrated its efficacy in generating a range of learning and performance outcomes (Jones, Woods &amp; Guillaume, 2015), we therefore adopted coaching principles in an academic context with the primary objective of improving success in securing a placement.</p> <p>Each week a separate topic related to securing a work placement was addressed and teaching activities were split between either classroom based</p>

	<p>activities; online bitesize lectures; challenges for formative feedback or one-to-one career coaching sessions (see Appendix 1). The classroom based activities consisted primarily of ‘traditional’ careers advice sessions such as CV workshop, mock interviews and mock assessment centres. The online bitesize lectures were generally between 10-20 minutes in length; were recorded utilising Camtasia software and uploaded to the VLE. These bitesize lectures provided the relevant background theory and knowledge of the recruitment and application process to help enhance students’ applications. The formative feedback challenges addressed two objectives. Firstly, they provided students with the opportunity to gain formative feedback on elements of their summative assessment. Secondly, they provided students with the opportunity to gain formative feedback on elements of their ‘real-life’ applications. Finally, the majority of teaching hours for the module were engaged with one-to-one career coaching sessions (see Appendix 2). Both tutors working on the module completed coaching certification courses and delivered confidential coaching to students utilising the GROW model (Whitmore, 1992) and where appropriate cognitive-behavioural coaching (Edgerton &amp; Palmer, 2005) to support students to address any specific obstacles or blockers that may have impacted on their placement application process.</p> <p>Summative assessment for the module was divided into two parts and was designed to further enhance and develop relevant employability skills. Assignment one required students to produce a placement research and application action plan (see Appendix 3). Completion of this assignment meant that students were already completing many of the tasks necessary to identify and apply for suitable placements whilst gaining valuable feedback from tutors on the quality of their applications. Assignment two (see Appendix 4) required students to complete a mock application form; mock interview and mock assessment centre. In addition to assessing students learning on the module, tutors were able to provide valuable, bespoke feedback to the student on their performance in these placement application activities.</p>
Evaluation/Feedback	<p>The end of module evaluation results have been extremely positive. Of the 47 students who completed the end of module evaluation, 98% of students were satisfied with the module overall. This is in stark contrast to the 50% satisfaction rate for the module when classroom based activities were used to deliver careers content in the previous academic year. The highest average score given was for assistance available from tutors, which was scored at 1.2 (with a score of one indicating ‘strongly agree’). This is reflected in the qualitative comments, which include 16 separate comments regarding the excellence, responsiveness, guidance and feedback provided by the module tutors.</p> <p>Other positive comments focus on the one-to-one coaching sessions, the module content and structure, how the module has developed students’ skills, clear assignments, relevance to the real world, access to online resources, that the module helped students to find a placement, the flexible nature of the module and how the module was interesting and engaging. This confirms the tutors’ impressions that the one-to-one coaching support</p>

was successful and the flexible nature of the module enabled effective delivery of the module content.

Example comments from the end of module evaluation include:

*"This module was really beneficial to developing my employability skills which helps towards my placement search"*

[What I liked most about this module was...] *"To challenge my attitude and change my approach for interviews and assessment centres. The lecturers are excellent, leading examples for the University of Worcester".*

*"It relates to real life situations and gives me a chance to develop my skills for the real world"*

*"The module is relevant not only to my course, but to future careers. I was able to get great guidance and support when needed. Highly relevant module. All resources were easy to get to."*

*"The module has provided me with many skills I did not possess before. Challenging, interesting"*

*"I loved the amount of interaction between lecturer and myself in coaching. Was able to personalise my learning, with my own questions and worries"*

*"How I was challenged to push myself and my thinking to try out things I otherwise would not have done. How much it has benefited my placement search"*

Positive feedback continues to be received by the teaching team beyond the end of the module as students begin to secure placements. For example:

*"Just letting you know that I've finally got a placement!!!..... Just wanted to say a massive thank you for all your help during the process, with all the career coaching I received and just general support!!"*

*"Thank you again for the time you have given me over the last few weeks..... your support has been invaluable"*

However, perhaps the most important result in the evaluation of the approach is the number of placements secured by students. Students will continue to secure placements right up until September 2016, however at the time of writing, a year-on-year increase in placements offered and accepted by students of 38% was recorded, despite our main placement employer delaying its recruitment process. Students appear to be more proactive in their placement search. At the end of February 2016 the number of placements secured was 113% higher than the number secured by the end of February 2015. Students have also broadened their placement horizons, with three students undertaking work placements in Europe. Finally, one student has secured a work placement with the company selected for Assignment 2 (Eaton).

Appendices	Appendix 1 – Module outline including schedule of teaching activities Appendix 2 – Coaching information sheet Appendix 3 – Assignment one brief Appendix 4 – Assignment two brief
------------	--

## References

- Andrews, J., & Higson, H. (2008). Graduate employability, 'soft skills' versus 'hard' business knowledge: A European study. *Higher Education in Europe*, 33, 4, 411-422. doi: 10.1080/03797720802522627
- Bennett, R., Eagle, L., Mousley, W., & Ali-Choudhury, R. (2008). Reassessing the value of work experience placements in the context of widening participation in higher education. *Journal of Vocational Education and Training*, 60 (2), 105–122. doi:10.1080/13636820802042339
- Bowes, L., & Harvey, L. (2000). *The impact of sandwich education on the activities of graduates six months post-graduation*. London: National Centre for Work Experience and the Centre for Research into Quality. Retrieved from <http://www.heacademy.ac.uk/resources/detail/employability/employability78>
- Brooks, R. (2012). *Evaluating the impact of placements on employability*. In: *Employability, Enterprise and Citizenship in Higher Education Conference 2012*, 27 March 2012, Manchester Metropolitan University. (Unpublished).
- Crebert, G., Bates, M., Bell, B., Patrick, C.-J., & Cragnolini, V. (2004). Developing generic skills at university, during work placement and in employment: Graduates' perceptions. *Higher Education Research & Development*, 23, 147–165. doi:10.1080/0729436042000206636
- Edgerton, N. & Palmer, S. (2005). SPACE: A psychological model for use within cognitive behavioural coaching, therapy and stress management. *The Coaching Psychologist*, 2, 2, 25-31
- Jones, R. J., Woods, S. A. and Guillaume, Y. R. F. (2015), The effectiveness of workplace coaching: A meta-analysis of learning and performance outcomes from coaching. *Journal of Occupational and Organizational Psychology*. doi: 10.1111/joop.12119
- Little, B., & Harvey, L. (2006). Learning through work placements and beyond. Retrieved from [http://www.hecsu.ac.uk/learning\\_through\\_work\\_placements.htm](http://www.hecsu.ac.uk/learning_through_work_placements.htm)
- Maher, A. (2005). *Employability case study: Embedding employability in the curriculum: enhancing student's career planning skills*. The Higher Education Academy: Hospitality, Leisure, Sport and Tourism Network.
- Mason, G., Williams, G., Cranmer, S., & Guile, D. (2003). *How much does higher education enhance the employability of graduates?* Retrieved from [http://www.hefce.ac.uk/pubs/RDreports/2003/rd13\\_03/](http://www.hefce.ac.uk/pubs/RDreports/2003/rd13_03/)
- Taylor, A. R., & Hooley, T. (2014). Evaluating the impact of career management skills module and internship programme within a university business school, *British Journal of Guidance & Counselling*, 42, 5, 487-499, DOI: 10.1080/03069885.2014.918934

Whitmore, J. (1992). *Coaching for performance*. London: Nicholas Brealey.

## Appendix 1 – Module outline including schedule of teaching activities

### ABOUT THE MODULE

#### 1. What will I be able to do when I have passed this module?

On successful completion of the module, you should be able to:

1. Present detailed occupational research, based on the selection and analysis of appropriate material, with structured tutor support.
2. Engage in self-appraisal to critically evaluate skills, interests and motivation against career requirements, with structured tutor support.
3. Effectively promote yourself in visual, oral and written communication, tutor support available if required.
4. Demonstrate autonomy in managing your own placement preparation process to determine realistic placement objectives, with structured tutor support.
5. Demonstrate appropriate behaviours within a group, within the context of an assessment centre.

#### 2. How will this module enhance my future employability?

This module will enable you to develop and enhance the following skills and evidence them on your CV:

- **Research and problem solving.** You will utilise data gathering skills to find information about career options and the skills required in various careers. You should critically evaluate various sources of information, deciding upon the credibility of sources to come to your own conclusions regarding the best career options for you. You should leave this module being fully capable of finding appropriate job roles both for placements and for your future career.

- **Critical Analysis.** You will be required to critically evaluate your own skill set against those required in placement job roles, providing evidence to support your assessment.
- **Communication.** You will take part in interviews and assessment centres where you will be required to communicate verbally about yourself and take part in activities requiring verbal communication with your peers. You will also be required to communicate in written format to present the results of your job search and evaluation and present a written application for a job role.
- **Self-awareness and Self-management.** The module requires you to engage in detailed analysis of your strengths and weaknesses and plan your own placement search process with these in mind. These skills are highly valued by employers who expect graduates to be self-aware and take responsibility for their own development.
- **Interpersonal Skills.** You will be required to take part in an assessment centre that will involve group tasks. You will need to demonstrate persuasion, negotiation, assertiveness, cooperation, coordination, compromising, influencing and relationship building within the context of the assessment centre.
- **Teamwork and Leadership.** You will be required to perform group exercises under assessment centre conditions. This will require leadership and management of both the group and task as well as team working skills.
- **Use of IT.** You will receive advice on taking online psychometric tests and completing online applications, as well as using the internet to search for suitable positions and advertise yourself.

### 3. How is this module relevant to my overall course?

Each module and each level of your course progressively builds toward higher order skills and capabilities that you will need to achieve the best results in life. If you do not understand how this module fits into the overall course, do discuss with your tutors/ course leaders.

### 4. How is this module assessed?

The assessment for this module is based on **two** assignments, as below. **Further details of the assessment items and submission requirements will be notified during the module Assessment Briefing session, on the briefing documents and on Blackboard.**

Assessment	Weighting	Learning outcomes assessed	Submission date	Return Date
Assignment 1 Career Research and Personal Action Plan	60%	1, 2, 3 and 4	3pm on Friday 13 <sup>th</sup> November 2015	11 <sup>th</sup> December 2015
Assignment 2 Application and Assessment Centre	40%	3, 4 and 5	3pm on Friday 22 <sup>nd</sup> January 2016	19 <sup>th</sup> February 2016

## 5. Indicative Schedule

w/c	Wk No	Topic	Classroom based activities	Online bitesize lectures	Challenges for formative feedback	Career coaching availability
21-25/ 09/ 2015	<b>Induction Week (All levels including levels 5 and 6)</b>					
<b>Semester 1 commences</b>						
28/09/2015	1	Introduction	Introduction to the module			
05/10/2015	2	Searching for Placements		Searching for placements Speculative applications Placements abroad Using LinkedIn <b>Assignment 1 briefing</b>		Available
12/10/2015	3	Applying for placements 1	CV Workshop with Careers (14 <sup>th</sup> October)*	Identifying requirements in job adverts CVs Covering letters	Identifying requirements test	Available
19/10/2015	4	Applying for placements 2		Application forms	Mock application	Available
26/10/2015	5	Selling yourself	Assignment drop-in session CV workshop with Careers (29 <sup>th</sup> October)*	Relating your experience to a new role STAR examples	STAR example submission	Available
02/11/2015	6	Interview skills 1	Interview workshop Windmills workshop with careers (4 <sup>th</sup> November)*	Interview skills Module review		Available
09/11/2015	7	Interview Skills 2	Mock Interviews			
16/11/2015	8	<b>WBS Future Week and Award Ceremonies CV Workshop with Careers (17<sup>th</sup> November)* LinkedIn Workshop with Careers (18<sup>th</sup> November)*</b>				
23/11/2015	9	Psychometric testing	Psychometrics workshop	Psychometric testing		Available

30/11/2015	10	Assessment Centres 1		Introduction to assessment centres Behaviour in assessment centres	In-tray exercise	Available
07/12/2015	11	Assessment Centres 2	Mock Assessment Centres	<b>Assignment 2 Briefing</b>		
14/12/2015	<i>Christmas break</i>					
21/12/2015						
28/12/2015						
04/01/2016	12	<b>Assignment 2</b>	Assessed Interviews (venues TBC)			
11/01/2016	13	<b>Assignment 2</b>	Assessed Assessment centres (venues TBC)			
18/01/2016	14	<b>Assessment and Academic Tutoring Week for Semester 1 modules</b>				
<b>*These sessions are run by the careers service. You need to book your place by signing up at <a href="http://www.worc.ac.uk/workshops">www.worc.ac.uk/workshops</a></b>						



## **Appendix 2 - Career Coaching Information Sheet**

### **Coaching Approach**

Coaching can be described as a collaborative, helping relationship, where the coach uses a wide variety of behavioural techniques and methods to help the coachee achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction.

The specific aim of the career coaching for module BUSM2089 Preparing for Placement is to help the coachee to overcome any barriers that may hinder the placement application process and subsequent success in gaining a work placement. The nature of the coaching discussions will vary dependant on the individual issues facing the coachee, however these may include support in setting specific goals, targets and action plans in relation to the placement application process, exploration and identification of suitable future career occupations or assistance in tackling barriers in relation to confidence in interview or application situations.

The coaching sessions will be structured utilising the GROW model (Goal, Reality, Options, Will/Way Forward) and where appropriate cognitive behavioural coaching. The ethos adopted throughout the coaching maintains that the way we think as individuals impacts the way we feel which in turn impacts how we behave. By learning to think differently we can change our feelings and our behaviour. Coaching helps to improve individual's performance and aid objective achievement by utilising effective goal-setting and critical reflection.

### **Process**

The coaching program will consist of an initial 30 minute session where your goal assessment will be discussed and the coaching objectives agreed. Subsequent sessions will be booked after this initial session and by range in duration from 30 to 60 minutes dependant on the issues being explored. The exact number of coaching sessions held will also dependent on the nature of the issues explored.

Before the first session you will be asked to complete a coaching assessment form which will be discussed during the first session. The aim of this form is to encourage you to think about your career/placement goals which will then become the focus of the sessions.

All sessions will be conducted face-to-face and are confidential. Your coach will take notes as a record of the discussion however these will not be disclosed to anyone outside of the BUSM2089 module team. The initial coaching sessions can be booked online via wiki on Blackboard. The venue of your coaching will be e-mailed to you.

### **Contact & appointments**

Please contact Holly Andrews ([h.andrews@worc.ac.uk](mailto:h.andrews@worc.ac.uk)) by email if you are unable to make your coaching session, please provide as much notice as possible but ideally a minimum of 24 hours notice is required. If you do not notify Holly that you are unable to attend a coaching session within the required 24 hours then you may not be offered any further coaching sessions.

### **How can coaching help me?**

A coach aims to help you to develop the skills and attitudes required to enable you to get the best from life. Together we will identify what might be limiting you from reaching your full potential and what action you need to take to achieve your goals. In particular, the career coaching that you will receive for BUSM2089 Preparing for Placement should help you to focus your attention and action to secure a suitable placement and overcome and practical and emotional barriers that may hinder your performance during this application process.

### **Homework/commitment**

The key to coaching success is the coachee's commitment to change. Habits are often deeply rooted and require hard work and persistence to break. You will only get out as much as you are willing to put in, therefore for the coaching process to be truly effective you must be committed to completing any homework or action plans agreed upon.

### **Your Coaches**

Dr Rebecca Jones is a Member of the British Psychological Society (BPS), the BPS Special Group in Coaching Psychology and the BPS Division of Occupational Psychology, an Associate Member of the Association for Coaching, an Affiliate Member of the International Society for Coaching Psychology and an Associate Fellow of The Higher Education Academy. Rebeca has an undergraduate degree in Psychology, a Masters degree in Occupational Psychology, a PhD in Management, Level A and B certificates in Occupational testing and various coaching qualifications. Rebecca has conducted over 200 hours of executive coaching with a combination of working professionals and students.

Dr Holly Andrews has led Worcester Business School's placement scheme for the past five years. Holly has a background in recruitment and training, specialising in assessment centre development. Holly is an Associated Fellow of the Higher Education Academy and a member of ASET, the nation body for placements. Holly has an undergraduate degree in Applied Psychology, a Masters degree in Occupational Psychology, a PhD in Occupational Psychology and Level A and B certificates in Occupational testing.

### **Codes of Ethics**

Your coaches subscribe to the University of Worcester, British Psychological Society and Association for Coaching codes of ethics.

## Appendix 3 – Assignment one brief

### Assignment task(s)

This assignment requires you to engage in searching for appropriate placement roles. You must find **five** advertised placement roles and provide the following for each one:

1. A copy of the job and person specification (not included in the word count).
2. A paragraph identifying the knowledge, skills and experience required of the successful candidate. This should include the stated criteria, implied criteria and researched criteria (suggested word count 200 words per role).
3. Identification of the two most important skills required by the successful candidate.
4. Two STAR examples, one to demonstrate each skill identified in point three (suggested word count 100 words per example).
5. An action plan outlining when you will begin to work on the application, your assessment of how long the application will take and the deadline for submission. If there is no deadline you should identify when you will aim to submit it by.

You must also write a cover letter for a speculative application. You should identify a company that you would like to work for who are not currently advertising a placement role. You should write a speculative application letter to the company including the following:

1. Why you are writing to them
2. What makes you want to work for that company
3. What qualities or attributes you would bring to the company which would be valuable to them
4. What you would like to happen next

Your letter should be written as a formal letter and be no more than one side of A4 (suggested word count 500 words).

### Assessment briefing

This document provides details of the assessment. There will also be a video briefing available on Blackboard from week two.

There is also an assessment FAQ Page on Blackboard. If your question is not answered then please post it on the BUSM2089 discussion forum for a response from the module team.

### Assessment criteria

Specific criteria is in the Grading Matrix for this assignment attached below. You should include the grading matrix at the front of your assignment when submitting.

### Assessment feedback

Feedback is provided in an ongoing basis over the course of the module (see “Types of Feedback on my Module” slides on Blackboard and Assessment & Feedback section in the Module Outline). There will be opportunity for both formative and summative feedback. Feedback on strengths and weaknesses of assessments will also be provided for the class based on all submissions. This and individual/ group feedback should be used to improve the next assessment, which will be submitted by 22<sup>nd</sup> January 2016.

**Grading Matrix Template**

This matrix captures the assessment criteria for this part of the coursework.

	<b>Student Number:</b>	<b>Academic Year and Semester:</b> Level 5 Sem 1	<b>Module Code:</b> BUSM2089	<b>Assignment No:</b> 1	<b>Occurrence:</b>
	<b>Assessment Criteria</b> <ol style="list-style-type: none"> <li>1. Identification of relevant placement roles.</li> <li>2. Through analysis of job role requirements.</li> <li>3. Provision of convincing STAR examples to demonstrate skills.</li> <li>4. Realistic plans for the completion of applications</li> <li>5. Well-researched and persuasive cover letter.</li> </ol>		<b>Module Title:</b> Preparing for placement	<b>Assignment Weighting:</b> 60%	<b>Assignment Description:</b> Career research and personal action plan
<b>Assessment Criteria</b>					
<b>GRADE</b>	<b>Identification of Placement Roles</b>	<b>Analysis of Requirements</b>	<b>STAR Examples</b>	<b>Planning</b>	<b>Cover Letter</b>
A	Identified five placement roles. All roles are appropriate for a work placement. You have included the job/person specification.	You have conducted a thorough analysis of the requirements of the placement roles, identifying all relevant requirements. This includes the requirements explicitly stated in the advert, those that are implied and those you have deduced by researching the company and role further. You have covered knowledge, skills and experience in your analysis. You identify the	Specific details of the situation, task, actions and results are given. Each example clearly relates to the skill area. Examples given are highly persuasive and clearly demonstrate a high level of the skill in question. No irrelevant information is included.	Demonstrate a clear plan for when the application will be started and when deadlines are.	Clearly states the purpose of the letter. Evidence of extensive research into the company, highlighting the specific things which make the company attractive to the student. Clear identification of relevant skills and how the student could use these within the company. Following steps are articulated with timelines.

		two most important skills and provide justification for this choice.			
B		You have conducted a thorough analysis of the requirements of the placement roles, identifying most relevant requirements. This includes the requirements explicitly stated in the advert and those that are implied. There may be less evidence of researching the company and role further to identify further requirements. You have covered knowledge, skills and experience in your analysis. You identify the two most important skills and provide some justification for this choice.	Specific details of the situation, task, actions and results are given. The examples clearly relate to the skill area. Examples given are persuasive and demonstrate that the student possess the skill, but it will not be as convincing or sophisticated as an A grade. No irrelevant information is included.		States the purpose of the letter. Evidence of research into the company, highlighting the things which make the company attractive to the student. Clear identification of a skills, most of which are relevant to the company, and how the student could use these within the company. Following steps are articulated.
C		You have conducted an analysis of the requirements of the placement roles, identifying most relevant requirements. This includes the requirements explicitly stated in the advert and those that are implied. You may not have fully covered knowledge, skills and experience in your analysis.	Specific details of the situation, task, actions and results are mostly given. Some examples do not relate to the skill area clearly. Examples given are somewhat persuasive, indicating that the student possesses the skill at a basic level. Some irrelevant information is included (e.g.		States the purpose of the letter, but this will be less specific than for an A/B grade piece of work. Some evidence of research into the company, although this is likely to focus on more general information rather than what specifically attracts the student. Some skills identified, some of which are relevant. How these would

		You identify the two most important skills.	details of what other team members did, excessive description of the situation).		be implemented in the company are not clearly discussed. Following steps are articulated.
D	You have identified 2-4 roles appropriate for a work placement. You have included the job/person specification for all roles.	You have conducted a limited analysis of the placement roles, identifying a narrow range of requirements. Your analysis focuses mainly on stated criteria with identification of some implied criteria. You may not identify relevant skills as most important.	Specific details of the situation, task, actions and results may be missing or vague. Some examples do not relate to the skill area clearly. Some examples given do not convince the reader that the student possesses the skill. Much irrelevant information is included (e.g. details of what other team members did, excessive description of the situation)..	Some evidence that the student understands that they need to plan when they will work on applications. Timings may be unrealistic (e.g. too short for an application or be planning to work on all applications at once).	A vague purpose for the letter is given. Evidence of superficial research into the company. Some skills are identified but they may not be relevant. No discussion of how skills would be applied within the company. Vague or no following steps included.
Fail (E-G)	You have identified less than two roles appropriate for a work placement and/or not included the job/person specification for the roles.	You have conducted very limited or no analysis of the placement roles. You have only replicated stated criteria. There is no identification of the most important skills.	STAR examples are not given for most skills or examples provided do not relate to skill at all.	No evidence of planning when applications will be tackled.	No purpose given to the letter. Little or no evidence of research into the company. No relevant skills identified. No following steps included.
<p><b>Overall Comments:</b> <i>please note that the paragraphs above provide considerable quantity of feedback across the assessment criteria. However, academic judgement remains paramount and this section provides opportunity for general comments across the work. Exceptionally, tutors may only use this section to provide their comments.</i></p>					
<p><b>Recommendation for future assignments:</b></p>					
<p><b>Employability &amp; Engagement:</b> By completing this assignment you have moved your career planning forward significantly. You should now be able to identify at least one career path that is relevant and interesting to you, the skills needed in this career and how your skills compare to this. You should also</p>					

<p>have identified the placement opportunities you wish to apply for and planned how to complete these applications. Doing this demonstrates self-motivation, self-awareness and self-management, all of which employers value in their employees.</p> <p><i>While students receive formative feedback in class, from peers, tutors, electronically etc., the receipt of this summative feedback is a time to think about how well you have planned your workload management to meet assessment requirements, preparation for the subjects, meeting with academic tutors to review your overall progress and develop tangible plans to further develop the quality of your education.</i></p>				
<b>Assignment Grade:</b>	<b>Marker:</b>	<b>Moderator*:</b>		

*\* This person is responsible for moderating a sample of student work for this module. Your work may, or may not, have been included in this sample*

**RESULTS ARE PROVISIONAL UNTIL AGREED BY THE BOARD OF EXAMINERS**

## **Appendix 4 – Assignment two brief**

### **Assignment task(s)**

This assignment requires you to:

- (a) Prepare an appropriate application focused on one of the roles provided to you by your tutor. You will complete an application form for the role. This application form will include your education history, career history, competency based questions and questions assessing role motivation. You should promote yourself effectively, giving reasons for your application, in an appropriate business format. In order to do this effectively please reflect on your feedback from assignment 1 to improve how you communicate your key skills in a persuasive manner. You will have access to the job roles and application forms from week 11 of the module.
- (b) Attend a mock interview where you will be required to demonstrate to a prospective employer your suitability for the job role you selected in part a. You must provide evidence of the skills you possess that are relevant to the role. You are expected to prepare for the interview as you would do for a real interview. The interviews will take place in week 12 of the module during class time. As is the case in real interviews, you will not be given the interview questions in advance of the interview.
- (c) Take part in an assessment centre that will allow you to demonstrate your wider skills. The same job role used for parts a and b will be used as the basis for the assessment centre. You are expected to prepare for the assessment centre as you would for a real assessment centre. The assessment centres will take place in week 13 of the module during class time. As is the case in real assessment centres, you will not be given information on the assessment centre tasks in advance of the assessment centre.

### **Assessment briefing**

This document provides details of the assessment. There will be a video briefing released in week 11.

There is also an assessment FAQ Page on Blackboard. If you have a question which is not answered please post this on the BUSM2089 discussion board for a response from the module tutors.

### **Assessment criteria**

Specific criteria is in the Grading Matrix for this assignment attached below. You should include the grading matrix at the front of your assignment when submitting.

### **Assessment feedback**

Feedback is provided in an ongoing basis over the course of the module (see “Types of Feedback on my Module” slides on Blackboard and Assessment & Feedback section in the Module Outline). There will be opportunity for both formative and summative feedback. Feedback on strengths and weaknesses of assessments will also be provided for the class based on all submissions.



**Grading Matrix Template**

This matrix captures the assessment criteria for this part of the coursework.

	<b>Student Number:</b>	<b>Academic Year and Semester:</b> Level 5 Sem 1	<b>Module Code:</b> BUSM2089	<b>Assignment No:</b> 2	<b>Occurrence:</b>
	<b>Assessment Criteria</b> <ol style="list-style-type: none"> <li>1. Appropriate written application that persuades the reader of the applicant's suitability for the job role.</li> <li>2. Clear oral communication in an interview situation.</li> <li>3. Demonstration of team work, leadership, interpersonal skills and task focus in an assessment centre situation.</li> </ol>		<b>Module Title:</b> Preparing for Placement	<b>Assignment Weighting:</b> 40%	<b>Assignment Description:</b> Application, interview and Assessment Centre
	<b>Assessment Criteria</b>				
<b>GRADE</b>	<b>Application:</b>	<b>Interview performance:</b>		<b>Assessment centre performance:</b>	
A	Written application/CV articulately demonstrates that the applicant holds all the relevant skills &/or experiences needed in the position. A variety of examples are drawn upon to convince the reader of skills possessed. How these skills can be applied in the job is clearly stated. Knowledge of the role/company and desire to work there are communicated clearly.	Interview questions are answered clearly and succinctly. Excellent verbal and non-verbal delivery. Answers to competency based questions are provided in the STAR format and examples are drawn from a wide range of sources. Examples chosen clearly show the skill questioned.		Responses to assessment centre tasks show an excellent ability to analyse what is required in a task and manage the performance of that task. Where tasks involve others excellent teamwork and leadership skills are demonstrated. High levels of interpersonal skills are demonstrated including persuading and cooperating. Communication with assessors and other candidates is clear and consistently effective.	
B	All relevant skills &/or experiences are included in the written document but the overall piece is not as persuasive as an A grade piece. Evidence to convince the reader of skills is given but may be limited in variety or depth. Discussion of why the company and role are attractive to the applicant is given showing knowledge of both.	Interview questions are mainly answered clearly and succinctly. Good verbal and non-verbal delivery. Most answers to competency based questions are provided in the STAR format and examples are drawn from a range of sources. Most examples chosen clearly show the skill questioned.		Responses to assessment centre tasks mostly meet the requirements of the task and demonstrate an ability to manage the performance of a task. Where tasks involve others good teamwork skills are shown but the applicant may lack leadership skills. Good interpersonal skills are demonstrated including persuading and cooperating. Most communication with assessors and other candidates is clear and effective.	

C	Most relevant skills &/or experiences are included. Evidence to convince the reader of skills is given but may be limited in variety and/or depth. Basic discussion of why the company and role are attractive to the applicant is given.	Some interview questions are answered clearly and succinctly. Some responses may not fully answer the question posed. Average verbal and non-verbal delivery. Answers to some competency based questions are provided in the STAR format but examples are drawn from a limited range of sources. Examples chosen do not always show the skill questioned.	Responses to assessment centre tasks do not always fully meet the requirements of the task. Where tasks involve others acceptable levels of teamwork are shown but the applicant may lack leadership skills. At times the applicant demonstrates interpersonal skills such as persuading and cooperating but these are not always effective. Most communication with assessors and other candidates is clear and effective.
D	Few relevant skills &/or experiences are included. Evidence is not given to support skills claimed. Limited discussion of why the company and role are attractive to the applicant.	Interview questions are not fully answered or answers are too long and unclear. Poor verbal and non-verbal delivery. Answers to competency based questions are not provided in the STAR format. Responses do not clearly demonstrate the skill questioned.	Responses to assessment centre tasks are not always appropriate and do not fully meet the requirements of the task. Where tasks involve others, poor teamwork and leadership skills are demonstrated. Interpersonal skills are lacking. Some communication with assessors and other candidates is not clear or effective.
Fail (E-G)	Relevant skills &/or experiences are not discussed. There is no discussion of the company, role or why the position is attractive to the applicant.	Answers given are most irrelevant to the question asked. Very poor verbal and non-verbal delivery. Competency based questions are not answered in the STAR format and answers are not relevant to the skill questioned.	Does not get involved in assessment centre tasks or provides inappropriate responses to tasks.
<b>Overall Comments:</b>			
<b>Recommendation for future assignments:</b>			
<b>Employability:</b> By completing this assignment you have participated in a usual application process for a placement or graduate job role. Your skills at identifying what is required in a role and persuading others you meet these requirements in written and verbal formats will have been improved. You will also have experienced an assessment centre and improved your ability to demonstrate appropriate teamwork, leadership, management and interpersonal skills in an assessment centre context. This practice will enable you to enhance your performance in your future applications.			

	<b>Assignment Grade:</b>	<b>Marker:</b>	<b>Moderator*:</b>	

*\* This person is responsible for moderating a sample of student work for this module. Your work may, or may not, have been included in this sample*

**RESULTS ARE PROVISIONAL UNTIL AGREED BY THE BOARD OF EXAMINERS**

