

**ASSIGNMENT INSTRUCTIONS**

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| Assessment | **Interview** |
| Assessment code: | **010** |
| Academic Year: | **2022/2023** |
| Trimester: | **3** |
| Module Title: | **Professional Development Skills – Part 1** |
| Module Code: | **MOD008863** |
| Level: | **3** |
| Module Leader: | **Kenneth Cohen** |
| Weighting: | **50%** |
| Time Limit: | **5-7 mins** |
| Assessed Learning Outcomes | **2 and 3** |
| Assessment date: | **Please refer to the assessment date in the “Assessment & Guidance” tile on the VLE.** |

**ADDITIONAL INFORMATION**

* This is an individual assignment.
* No extensions are available for this assessment.
* Exceptional Circumstances: The deadline for submission of Exceptional Circumstances in relation to this assignment is no later than five working days after the submission date of this work. Please contact the Director of Studies Team - [DoS@london.aru.ac.uk](mailto:DoS@london.aru.ac.uk).

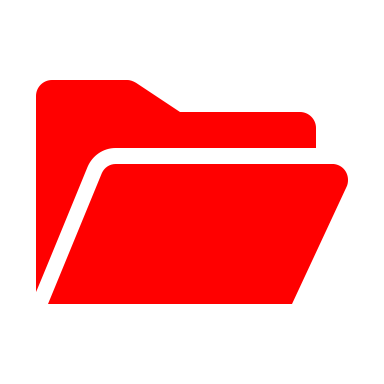
See rules 6.112 – 6.141: <http://web.anglia.ac.uk/anet/academic/public/academic_regs.pdf>

**OVERVIEW OF THE TASK**

Your task is to prepare for and attend an interview discussing your plan for future professional progression. The interview will be at least **5 minutes** long and will not exceed **7 minutes**.

You will be asked questions on the following topics:

1. Your career goal
2. Your current situation
3. Your options for progression

The questions for the interview are based on material that you have covered during the course of the trimester. The red folder () in the PowerPoint documents used in class represents material that will be relevant and important for you to consider when preparing for this assignment.

**CONTENT OF INTERVIEW**

Your interviewer may ask you about any of the following topics:

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| Your Career Goal  * Present ***one possible career path*** you have identified via job search tools and explain your ***motivation*** for choosing this specific position or role. * Explain your ***suitability*** for your chosen career path in terms of ***values*** and ***personality***.    Your Current Situation  * Identify and explain your ***current******strengths*** and how these will ***help*** you reach your career goals. * Identify and explain your ***current******weaknesses*** and how these may ***hinder*** you from reaching your career goals. * Explain your ***employment******history*** and ***educational******background***,and show any ***relevance*** this has to your future career goals.  Your Options for ProgressionDiscuss any *improvements* you will make to meet the specification for the kind of position you are seeking (these should be *linked to your weaknesses*).Present any *relevant opportunities* you have identified within or outside your chosen industry that will *help* you reach your career goals.Explain the steps you plan to take to *improve* your *digital identity* and*e-hireability*. |

**RESEARCH AND RESOURCES**

You are expected to support your ideas within the interview, and you must refer to a minimum of ***2 sources***from the course. You can discuss any of the following below:

1. ***Your CV***
2. ***Career Zone activities covered in class***

*E.g. Career Assessments*

1. ***Other self-reflective activities covered in class***

*E.g. Peer Appraisal Feedback activities*

1. ***Websites used in class***

*E.g.* [*www.prospects.ac.uk*](http://www.prospects.ac.uk)

1. ***Course books***

**ASSESSMENT CRITERIA**

Your grade is based on 4 categories:

1. ***Task Fulfilment 40%:***

This refers to your ability to respond to the questions with relevant information and to provide suitable justification to support your answers. You should also show that you are engaging critically with the questions.

*CRITERIA PROMPT: Are you responding to the question or going off-topic?*

1. ***Clarity 25%:***

This refers to your ability to present information using a suitable format that is logical, organised and easy to follow.

*CRITERIA PROMPT: Are your answers organised and focused, or repetitive and rambling?*

1. ***Use of Resources 25%:***

This refers to your explicit mention of any work you have carried out inside and outside of the classroom for the purpose of the interview. This includes discussing the resources you used or created in class to support your answers (c.f. See section 3 of the Assignment Brief).

*CRITERIA PROMPT: Are you supporting your answer with sources you used in and/or out of class?*

1. ***Professional Conduct 10%:***

This refers to your ability to present yourself in a professional manner consistent with a formal interview setting (manner of speaking, body language, clothing, level of preparation etc.).

*CRITERIA PROMPT: Are you presentable for a professional setting?*

**MARKING CRITERIA**

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| **Final Grade** | **Task Fulfilment (TF) - 40%** | **Clarity (C) - 25%** | **Use of resources (UR) - 25%** | **Professional conduct (PC) - 10%** |
| **90-100%**  Exceptional  TF: 38-40  C / UR: 23-25  PC: 10 | * All responses and ideas are exceptionally relevant to the questions. * Ideas are exceptionally well justified. * Demonstrates exceptional critical engagement with the questions. | * Displays exceptional ability to present information in a logical, organised way. * Ideas flow exceptionally well and are easy to follow. | * Exceptional reference to research carried out on the student’s chosen career path. * Exceptional ability to support information related to their career using a wide variety of sources. | * The student is exceptionally professional in dress, manner, speech and preparation. |
| **80-89%**  Outstanding  TF: 34-37  C / UR: 20-22  PC: 9 | * All responses and ideas are highly relevant to the questions. * Ideas are outstandingly well justified. * Demonstrates outstanding critical engagement with the questions. | * Displays outstanding ability to present information in a logical, organised way. * Ideas flow outstandingly well and are easy to follow. | * Outstanding reference to research carried out on the student’s chosen career path. * Outstanding ability to support information related to their career using a wide variety of sources. | * The student is outstandingly professional in dress, manner, speech and preparation. |
| **70-79%**  Excellent  TF: 30-33  C / UR: 18-19  PC: 8 | * Most responses and ideas are very relevant to the questions. * Ideas are generally excellently well justified. * Demonstrates excellent critical engagement with the questions (with minimal vagueness). | * Displays excellent ability to present information in a logical, organised way (some minor lapses may be present). * The flow of ideas is excellent and arguments are easy to follow (minor inconsistencies may be present). | * Excellent reference to research carried out on the student’s chosen career path. * Excellent ability to support information related to their career using a good range of sources. | * The student is very professional in dress, manner, speech and preparation (some minor slips may be noted). |
| **60-69%**  Good  TF: 26-29  C / UR: 15-17  PC: 7 | * Responses and ideas are overall relevant to the questions. * Ideas are well justified but could be expanded upon. * Demonstrates generally good critical engagement with the questions (some vagueness might be present). | * Displays good ability to present information in a logical, organised way (some lapses in logic or organisation may be present). * The flow of ideas is generally good and arguments are easy to follow (some inconsistencies may be present). | * Good reference to research carried out on the student’s chosen career path but this could be expanded upon further. * Good ability to support information related to their career using a fair range of sources. | * The student is generally professional in dress, manner, speech and preparation (some issues may be noted). |
| **50-59%**  Sound  TF: 22-25  C / UR: 13-14  PC: 6 | * Responses and ideas are relevant to the questions with some minor digressions. * Ideas are justified but lack depth overall. * Demonstrates some critical engagement with the questions (some of the answers may be vague). | * Displays sound ability to present information in a logical, organised way though lapses in logic or organisation may be recurrent. * The flow of ideas is generally sound but may cause some strain at times. | * Sound reference to research carried out on the student’s chosen career path but this remains fairly underdeveloped. * Sound ability to support information related to their career using at least two sources. | * The student is somewhat professional in dress, manner, speech and preparation but there is clear room for improvement. |
| **40-49%**  Adequate  TF: 18-21  C / UR: 10-12  PC: 5 | * Responses and ideas are somewhat relevant to the questions (perhaps superficially so). There may be major digression present. * Ideas are somewhat adequately justified. * Demonstrates little critical engagement with the questions. Answers are overall vague. | * Displays adequate ability to present information in a logical, organised way though lapses in logic or organisation are frequent. * The flow of ideas is somewhat adequate and may cause significant strain at times. | * Adequate reference to research carried out on the student’s chosen career path though detail is severely lacking. * Adequate ability to support information related to their career using at least one source. | * The student’s overall presentation is passably adequate in terms of professionalism. Major issues may be noted in the student’s dress, manner, speech or preparation. |
| **30-39%**  Limited  TF: 14-17  C / UR: 8-9  PC: 4 | * Responses and ideas are irrelevant to the questions. * Ideas are justified in a very limited or illogical manner. * Demonstrates very limited critical engagement with the questions. | * Displays very limited ability to present information in a logical, or organised manner. * The flow of ideas is overall illogical and causes significant strain on comprehension. | * Very limited reference to research carried out on the student’s chosen career path. * The student may support information related to their career tangentially using external sources but no allusion is made to sources covered in class. | * The student displays very limited attempts at professionalism in dress, manner, speech or preparation. |
| **20-29%**  Little evidence  TF: 10-13  C / UR: 5-7  PC: 3 | * Meets the above criteria only partially. | | | |
| **10-19%**  Deficient  TF: 6-9  C / UR: 3-4  PC: 2 | * Meets the above criteria in a very limited fashion. | | | |
| **1-9%**  No evidence  TF: 1-5  C / UR: 1-2  PC: 1 | * An attempt to answer the question, but none of the above criteria are met. | | | |
| **0%**  Fail  TF: 0  C / UR: 0  PC: 0 | * Non-submission. * Dangerous practice. * Fails to address assignment brief. | | | |

**ARU GENERIC ASSESSMENT CRITERIA AND MARKING STANDARDS: LEVEL 3 – pre-HE**

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| **Level 3 (Access)** prepares students to function effectively at Level 4. Criteria for assessment at Level 3 reflect the preparatory nature of these modules. Students are expected to demonstrate the acquisition of generic learning skills appropriate for self-managed learning in an HE context. Students are expected to demonstrate that they have acquired the underpinning discipline-specific skills, knowledge and understanding necessary to undertake an HE course. | | | |
| **Mark Bands** | **Outcome** | **Characteristics of Student Achievement by Marking Band for ARU’s Generic Learning Outcomes (Academic Regulations, Section 2)** | |
| ***Knowledge & Understanding*** | **Intellectual (thinking), Practical, Affective and Transferable Skills** |
| **90-100%** | Achieves module outcome(s) | **Exceptional** information base and understanding of ethical issues | **Exceptional** management of learning resources. **Exceptional** leadership and contributions to teams. Structured and accurate expression. Demonstrates intellectual originality and imagination. **Exceptional** practical/professional skills |
| **80-89%** | **Outstanding** information base and understanding of ethical issues | **Outstanding** management of learning resources. Provides an exemplar of leadership and contributions to teams. Structured and accurate expression. Demonstrates intellectual originality and imagination. **Outstanding** practical/professional skills |
| **70-79%** | **Excellent** information base and understanding of ethical issues | **Excellent** management of learning resources. Contributes well to teams. Structured and largely accurate expression. **Excellent** academic/intellectual skills and practical/professional skills |
| **60-69%** | **Good** information base covering all major/ ethical issues | **Good** management of learning resources. Expression is structured and mainly accurate. **Good** academic/intellectual skills and team/practical/professional skills |
| **50-59%** | **Sound** information base covering most major issues and their ethical dimension | **Sound** use of learning resources. Expression shows some lack of structure and/or accuracy. Acceptable but undistinguished skill sets. **Sound** team/practical/professional skills |
| **40-49%** | A marginal pass in module outcome(s) | **Adequate** information base; **adequate** understanding of major/ ethical issues of discipline | **Adequate** use of learning resources, with significant lack of structure and/or accuracy in expression. Some issues with academic/intellectual skills. **Adequate** team/practical/ professional skills |
| **30-39%** | A marginal fail in module outcome(s). Satisfies default qualifying mark | **Limited** information base; **limited** understanding of discipline and its ethical dimension | **Limited** use of learning resources with little contribution to teamwork. **Weak** academic/intellectual skills and difficulty with expression. Insecure practical/ professional skills |
| **20-29%** | Fails to achieve module outcome(s). Qualifying mark not satisfied | **Little evidence** of an information base; **little evidence** of understanding of discipline and its ethical dimension | **Little evidence** of use of learning resources with little evidence of contribution to teamwork. **Very weak** academic/intellectual skills and difficulty with expression. **Little evidence** of practical/professional skills |
| **10-19%** | **Deficient** information base; **deficient** understanding of discipline and its ethical dimension. | **Deficient** use of learning resources with Inadequate contribution to teamwork. **Deficient** academic/intellectual skills and difficulty with expression. **Deficient** practical/professional skills |
| **1-9%** | **No evidence** of any information base; **no evidence** of any understanding of discipline and its ethical dimension. | **No evidence** of use of learning resources with no evidence of contribution to teamwork. **No evidence** academic/ intellectual skills and incoherent expression. **No evidence** of practical/ professional skills |
| **0%** | Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (e.g.: answers the wrong question) and/or related learning outcomes | |