SPINE Professional Development Activity

As a part of the employability training within the SPINE unit, it is essential to engage early in setting up a public-facing profile as a method of presenting your work, achievement, abilities, and skills externally.

There are **four major categories of activities**, these are **a) personal reflection**, **b) outward facing public profile**, **c) ongoing professional development and accreditation** and **d) participation and contribution to extracurricular/industry events and activities**.

a) Personal Reflections

There are reflective activities that help contextualise your experiences into professional developments. It is common to perform reflective practice on your career development and skill improvement as a professional engineer. Throughout the different SPINE units and learning activities, you will be expected to reflect on the transferable skills (soft skills) developed during the session. Note that these are not the same as "diary" entries or recounts, but reflections.

There are many ways to present your reflections, however, we recommend using the **STAR (situation, task, action, and result)** follow by the **Atkins and Murphy Model of reflection**.

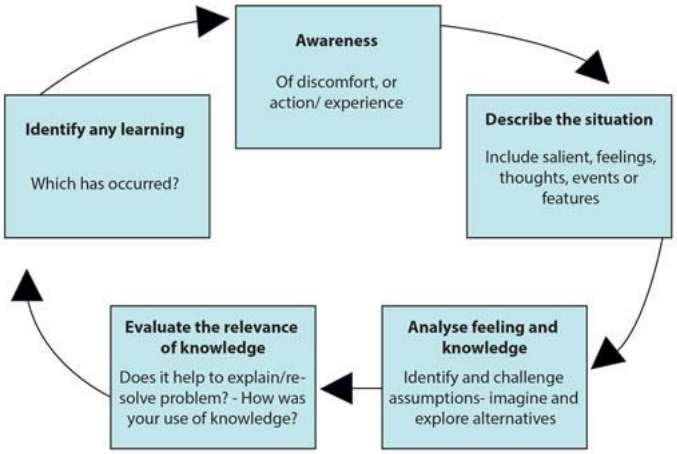


Figure 1: Atkins and Murphy model

Using this framework of reflection, you should articulate your **challenge**, **approach**, **outcome** (impact of your action), **feelings**, and ability in performing the task and objectively evaluate your **learning progress**. An example of a reflection by a student is presented in **Appendix A**. There is a range of transferable skills topics suggested depending on which year you are in. This list is based on the CDIO engineering syllabus and is listed in **Appendix B**. The general grading rubric is listed in **Appendix C**. These activities are expected throughout your degree structure.

b) Public Profile (LinkedIn)

As a part of the employability training within the SPINE unit, it is imperative to engage early in setting up a public-facing profile as a means of presenting your work, achievement, abilities, and skills externally. Some of the key objectives of this activity are to **a)** develop transferable skills in **self-**

marketing and **self-promotion, b)** develop **career awareness** and **employment opportunities and c) network with potential mentors and passionate individuals**. With these three objectives, you will be expected to demonstrate continuous curating of your profile at each year level. Refer to **Appendix D** for a tutorial on critical elements that are expected in the **LinkedIn profile**.

Throughout your development within the curriculum, you will be expected to demonstrate your progression through the listing of activities, engagements that you have participated and learning artefacts and achievements in your LinkedIn profile. While there is no single method of best presenting your accomplishments, there are several recommended tasks that are currently listed in **Appendix E** for the various year level. The grading rubrics are showed in **Appendix F.**

c) Continuous Professional Development (CPD)

One key objective of the SPINE units is to instil professionalism and life-long learning qualities for our students. To scaffold this development, engagement with continuous professional development is expect. These engagements can vary in various formats, ranging from online learning packages (Linkedin Learning, Udemy, MOOCs) to in-person professional development workshop training. The main goal is to facilitate your ability to perform the professional duties that you desire in your current and future job role. By engaging in these activities, you will receive the additional skills development for the job task at hand and also a completion certificate. We recommended using LinkedIn learning packages (free for Macquarie University students) but not limited to just those packages. There is an extensive range of topics to select from, and you may decide which package is most fulfilling for you and your career direction. From time to time, the School of Engineering also offers training packages that may contribute to CPD hours. If concerned, please consult your convenor prior to enrolling in these extracurricular activities. **Appendix G** has a list of recommended LinkedIn Learning packages.

d) Extracurricular activities, Industry events and Mentorship

Finally, the contribution and commitment to a community is quite crucial to holistic career development. The School of Engineering offers a range of extracurricular activities, mainly in the form of student societies and quid pro quo projects. While the official student societies are defined around a few project themes, very often, there are other side projects and engagement that are opportunities for students to achieve non-intended learning outcomes. Furthermore, there are also industry events, hackathons, mentorship programs, and alumni events that students are expected to participate in and lead. **Engagement and leadership in these events are expected to be detailed in the LinkedIn public profile.** The networking opportunities at these events are priceless and will significantly expand your professional network and employability. **Appendix H** has a list of such events that you may first consider; however, if you have other suggestions and opportunities, you are free to pursue them as well.

Appendix A | Example Reflection

This is an **example** of a reflection by a student:

Situation: During week four we brainstormed a design concept for the mechanism used in the unloading of cans from the robot onto the shelving unit.

Task/Action: Undergoing a brainstorming session, forming a small working group with the problem statement clearly articulated, and using the gallery brainstorming method, we devised several viable options. Subsequently, we evaluated each suggested option and ranked them in order of importance, based on the parameters (such as weight, complexity, and manufacturability).

Result: The result was selecting a design solution from the list of 6 solutions generated in the brainstorming session. We broke down the required tasks for each member to further work on it.

Personal feeling/Reflection: The initial task was daunting because as a group, it seems the question at hand is overwhelming and that there are no optimal answers. However, as we delved into the problem in a systematic method and at each stage documenting the group decisions, we agreed on the design. The design was chosen based on merits that were decided to be most important for the ascribed problem statement.

Learning: By approaching decision making using a merit-based approach and having good team organisation, we could expedite decision making processes to even the most complex problem. The experience of selecting the appropriate design was all dependent upon the constraints requirement. Therefore, the notion of the "best design" does not exist; all design is design for a purpose under some constraint limitation. Through this experience, I have realised the impact robust and structured ordered decision making.

Appendix B | Suggested Reflection Topics (All years)

Suggested topics for 1st year students (ENGG1000)

As 1st years there are several key learning that you should have. Here is a list of meta skills and skills that employer's value in addition to the technical competence a graduate pose. [1-3] You may choose to reflect over any of the following topics:

Personal and professional skills and attributes

- Experimental inquiry
- Prioritisation and focus
- Attitudes, thought and learning
- Initiative and the willingness to make decisions in the face of uncertainty
- Perseverance, urgency and will to deliver, resourcefulness and flexibility
- Critical thinking
- Self-awareness, metacognition, and knowledge integration
- Lifelong learning and educating
- Time and resource management
- Ethics, integrity, and social responsibility
- Professional behaviour
- Equity and diversity

Interpersonal skills: teamwork and communication

- Communications
- Communications strategy
- Communications structure
- Written communication
- Oral presentation
- Advocacy
- The innovation processes
- Roles and responsibility of engineers
- The impact of engineering on society and the environment

Leading engineering endeavours

- Thinking creatively and communicating possibilities
- Defining the solution
- Creating new solution concepts

Suggested topics for 1st year students (ENGG1050)

As 1st years there are several key learning that you should have. Here is a list of meta skills and skills that employer's value in addition to the technical competence a graduate pose. [1-3] You may choose to reflect over any of the following topics:

Personal and professional skills and attributes

- Experimental inquiry
- Thinking holistically
- Reproducibility
- Data driven decision making
- Emergence and interactions in systems and interfaces
- Trade-offs, judgment, and balance in resolution
- Attitudes, thought and learning
- Initiative and the willingness to make decisions in the face of uncertainty
- Perseverance, urgency and will to deliver, resourcefulness and flexibility
- Creative thinking
- Critical thinking
- Time and resource management
- Professional behaviour
- Equity and diversity and Inclusion

Interpersonal skills: teamwork and communication

- Forming effective teams
- Accountability in a team operation
- Visual communications strategy
- Communications structure
- Written communication
- Oral presentation
- The innovation processes
- Roles and responsibility of engineers

Conceiving, systems engineering and management

- Understanding needs and setting goals
- Defining function, concept, and architecture
- The design process phasing and approaches
- Disciplinary design
- Test, verification, validation, and certification
- Implementation management

Leading engineering endeavours

- Identifying the issue, problem, or paradox
- Thinking creatively and communicating possibilities
- Defining the solution
- Creating new solution concepts

Suggested topics for 2nd year students (ENGG2050/ ENGG2000)

As 2nd years have a different developmental journey. Here is a list of meta skills and skills that employer's value in addition to the technical competence a graduate pose. [1-3] You may choose to reflect over any of the following topics:

Personal and professional skills and attributes

- Experimental inquiry
- Hypothesis test and defence
- Emergence and interactions in systems and interfaces
- Prioritisation and focus
- Initiative and the willingness to make decisions in the face of uncertainty
- Perseverance, urgency and will to deliver, resourcefulness and flexibility
- Creative thinking
- Critical thinking
- Self-awareness, metacognition, and knowledge integration
- Lifelong learning and educating
- Ethics, equity, and other responsibilities
- Ethics, integrity, and social responsibility
- Professional behaviour

Interpersonal skills: teamwork and communication

- Forming effective teams
- Importance of accountability
- Team growth and feedback
- Technical and multidisciplinary teaming
- Communications
- Written communication
- Oral presentation
- Negotiation, compromise, and conflict resolution
- Advocacy
- Establishing diverse connections and networking
- The innovation processes
- Roles and responsibility of engineers
- Contemporary issues and values

Conceiving, systems engineering and management

- Understanding needs and setting goals
- Defining function, concept, and architecture
- The design process phasing and approaches
- Utilisation of knowledge in design
- Disciplinary design
- Designing a sustainable implementation process
- Hardware manufacturing process
- Software implementing process
- Test, verification, validation, and certification

Leading engineering endeavours

- Thinking creatively and communicating possibilities
- Defining the solution
- Creating new solution concepts

Suggested topics for 3rd year students (ENGG3050/ ENGG3000)

As 3rd years have a different developmental journey. Here is a list of meta skills and skills that employer's value in addition to the technical competence a graduate pose. [1-3] You may choose to reflect over any of the following topics:

Personal and professional skills and attributes

- System thinking
- Thinking holistically
- Emergence and interactions in systems and interfaces
- Prioritisation and focus
- Trade-offs, judgment and balance in resolution
- Attitudes, thought and learning
- Initiative and the willingness to make decisions in the face of uncertainty
- Perseverance, urgency and will to deliver, resourcefulness and flexibility
- Ethics, equity, and other responsibilities
- Ethics, integrity, and social responsibility
- Equity and diversity

Interpersonal skills: teamwork and communication

- Forming effective teams
- Importance of accountability
- Multidisciplinary team
- Team leadership
- Technical and multidisciplinary teaming
- Communications strategy
- Negotiation, compromise, and conflict resolution
- Advocacy
- Establishing diverse connections and networking
- The innovation processes
- Roles and responsibility of engineers
- The impact of engineering on society and the environment
- Society's regulation of engineering
- Contemporary issues and values
- Developing a global perspective
- Sustainability and the need for sustainable development
- Enterprise and business context
- Enterprise stakeholders, strategy, and goals
- Engineering project finance and economics

Conceiving, systems engineering and management

- Understanding needs and setting goals
- Defining function, concept, and architecture
- System engineering, modelling and interfaces
- Development project management
- The design process phasing and approaches
- Utilisation of knowledge in design
- Multidisciplinary design
- Hardware software integration
- Implementation management

Leading engineering endeavours

- Identifying the issue, problem, or paradox
- Creating new solution concepts
- Planning and managing a project to completion
- Exercising project/solution judgment and critical reasoning
- Building the team and initiating engineering processes

Reference:

[1] Crawley, Edward F., et al. "The CDIO syllabus v2. 0. An updated statement of goals for engineering education." *Proceedings of 7th International CDIO Conference, Copenhagen, Denmark*. 2011. (http://www.cdio.org/files/project/file/cdio_syllabus_v2.pdf)

[2] Barrie, Simon C. "Understanding what we mean by the generic attributes of graduates." *Higher education* 51.2 (2006): 215-241. (https://link.springer.com/article/10.1007/s10734-004-6384-7)

[3] Engineers Australia, "stage 1 competency standard for professional engineer" (https://www.engineersaustralia.org.au/sites/default/files/resource-files/2017-03/Stage%201%20Competency%20Standards.pdf)

Appendix C | Grading Rubric for Reflection

General marking rubrics for submissions:

The reflection is a personal endeavour and should consist of both a recount of specific instances and a critical analysis of the events (based on the suggested STAR and Atkin and Murphy Model). The grading will be based on the grader's academic judgement, and you are advised to speak to them for further formative feedback.

Distinction (4/4)	An excellent detailed description of events and was able to demonstrate insightful analysis of learning experience. The learning was well articulated, an exemplary work. With a critical analysis of events and the ability to compare and contrast approaches before and after the knowledge has occurred. Is able to recognise both the positive and negative of the experience which led to the learning. Professional, crisp, and convincing. In addition, to the Distinction requirement. All aspect of the presented information is exceptional quality and is considered exemplary work
Credit (3/4)	A detailed description of events and a significant level of analysis of experience. Was able to articulate learning succinctly. Can recognise both the positive and negative of the incident which led to the teaching. Reasonable but with a poor layout. Appropriate use of section and subsection headings. The layout of the document could be markedly improved
Pass (2/4)	Adequate description of events and demonstrated surface level of analysing of the experience. Learning was not well articulated Poor formatting and structuring. The document adheres to at least a minimum professional spirit. All figures and tables are labelled with appropriate reference lists. Formatting and layout are inconsistent, but the reader can make sense of the content.
Fail (0/4)	Insignificant description of events leading to an inability to examine and articulate learning Hinders the flow of the document. The document is inconsistent and impedes the reading of the paper, such as multiple font types, styles, inarticulate grammar, and sentence structures. High similarity rating, which indicates plagiarism with other submitted work.

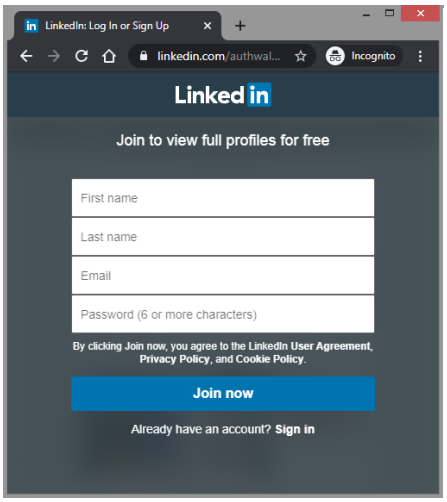
Appendix D | LinkedIn Profile Setup

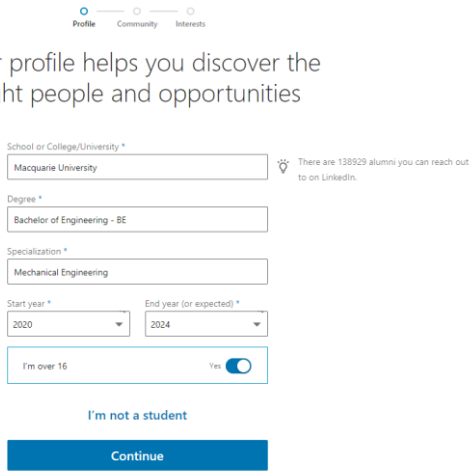
Setting up a LinkedIn Profile:

Part of developing a professional identity is to have a portfolio and profile and a personal brand. Within this Unit, we will be using the platform LinkedIn as a public-facing profile for which you will be able to develop your professional identity and network.

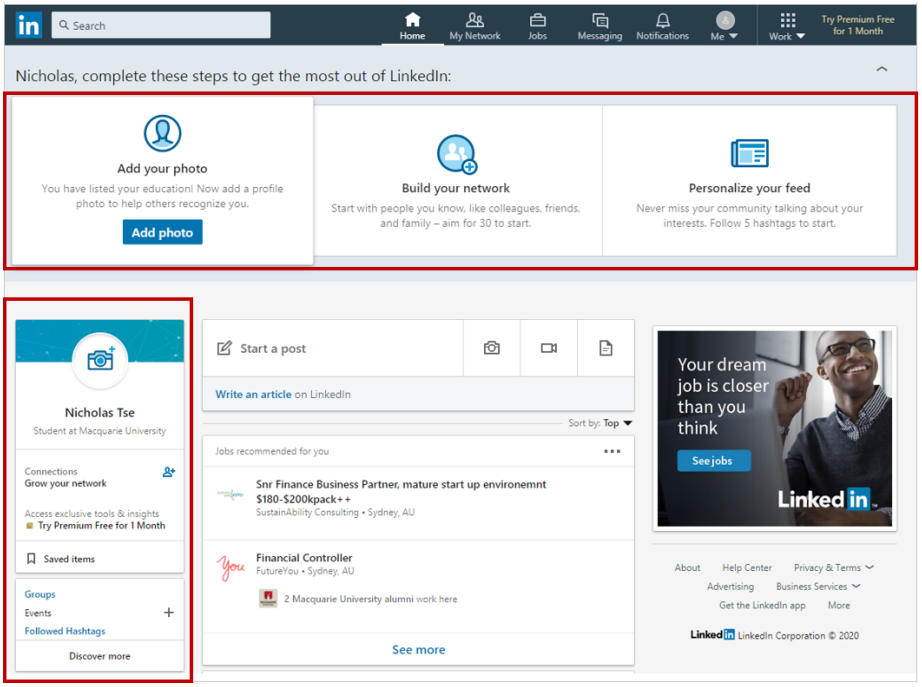
LinkedIn is a professional networking platform; it should be public-facing and represent your professional image (instead of your personal picture from Facebook). Treat it as a digital resume.

Step 1: setup a LinkedIn profile





Fill in details and upload a professional photo (clear background, look smart casual etc.)



Once completed, do the following:

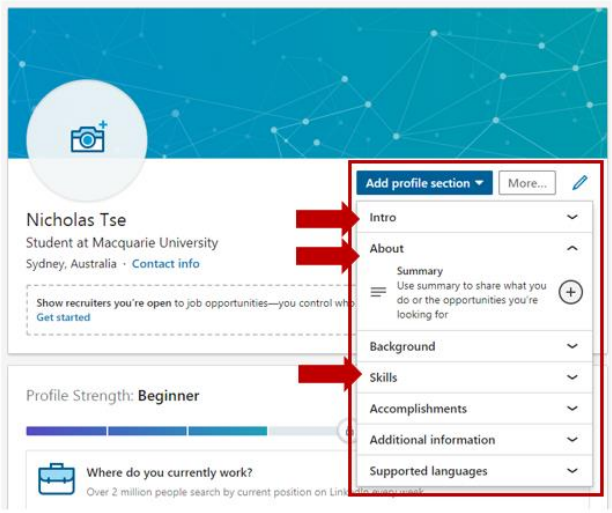
1. Add a *professional photos*.

Explore other blogs and profiles to find a styles that you like. Eg black and white, or professional backgrounded photo. All photos should be portrit and be generally regarded as conventionally professional.

2. Update work experence and interests

Be detailed with your past work expernece listing out job roles and responsiblities. Each expernce should have at least a paragraph of explination on how these skills and abiliies can be translable.

3. Write a short blub of yourself.



A recommendation on building your own "personal brand" is to first get to know yourself. Complete some ***personality*** tests, ***strength/weakness*** tests, and other ***preference*** tests to being this self-discovery. It is also importain to start discovering your ***core values***. All these may change over time and this is not fixed in stone. **Note**: Write down the top three things you want to be known for.

For example: I am a creative thinker with a strong passion in automated agrculture. I would like to apply my programing skill for sustainable growth devoplment in the agrculture sector.

4. Build a professional network

Inorder to keep up to the latest trend in the field you desire to make an impact, follow large coperation for insights into the industry, suggested companies includes (but not limited to):

Suggested top companies that will hire STEM graduates:

Google, Amazon, Westfarmer, EY, KPMG, Deloitte, Arup, PwC, Accenture, The Boston Consulting Group (BCG), McKinsey & Company, Samsung, GE, Procter & Gamble (P&G)

Local Sydney companies for job opportunities and interships:

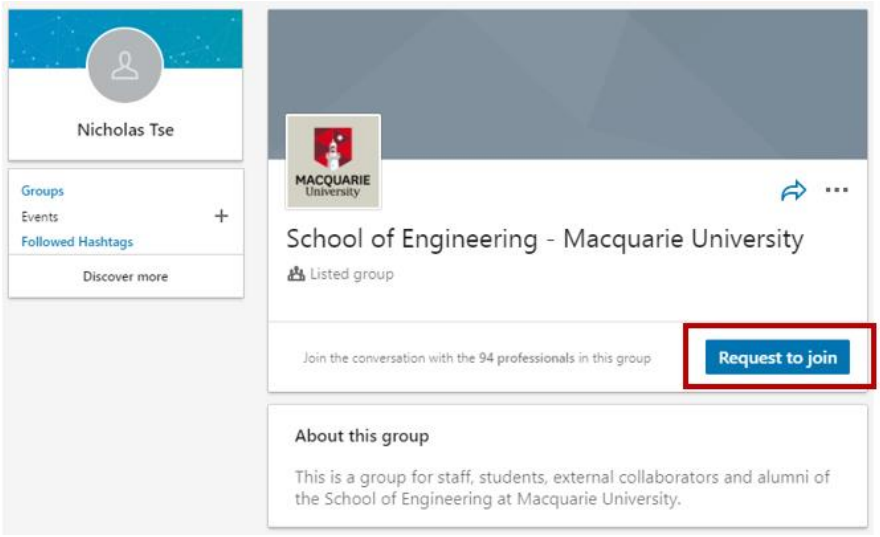
Top engineering companies in the Macquarie Business Park area (MPID);

3M	DuPont	Microsoft	Raytheon
Aristocrat	Fuji Xerox	Optus	Schneider Electric
BAE Systems	Honeywell	Oracle	Siemens
Canon	Hyundai	Panasonic	Smith & Nephew
Cochlear	Johnson & Johnson	Philips	Sony
CSIRO	Medtronic	Procter & Gamble	Toshiba

Source: https://macquariepark.com.au/business-education/business-invesment/business-directory/

5. Follow the right hashtags.

6. Joining the **MQ School of Engineering group** to be part of the larger SoE eco system. (Do consider joining the SoE Discord server)

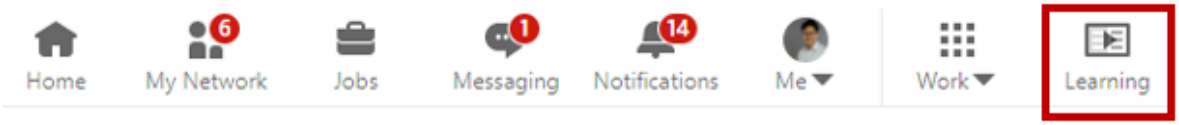


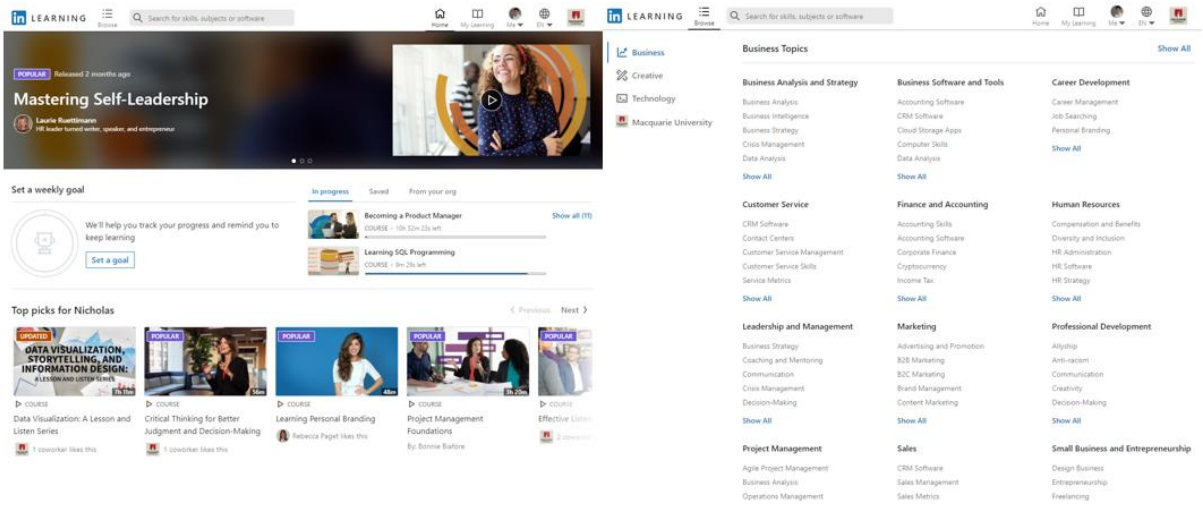
7. Fill in any Licences and certifications

This can be achieved by listing any online courses/accreditation that you have completed. Also consider listing any licences you might have. Over the 4-year degree, we will be expecting you to exhibit continuous professional development. Macquarie University has a partnership with LinkedIn learning. Any completed courses can be added herein as an accredited certificate.

Note that only online training related to their Engineering career development will be counted toward the portfolio development. Training such as RSA or hospitality training will not be counted (But you may include it in your certificate/experience section).

Access to LinkedIn learning via the top menu:





It is recommended you complete ***1-2 modules each semester*** in any engineering related area. E.g. Python programming, Data visualisation, leadership, public speaking, CAD, Agile Project management, Office packages etc. (**Appendix G**)

8. **Volunteer experience**

Do consider volunteering and being part of a larger group. Research has shown that over time, this will give the most life satisfaction for both personal and professional growth. Any extracurricular activities may be considered for in this section.

9. Skills endorsement

Your tutors and another fellow colleague over time will be able to endorse your ability if they see fit. It is very common and highly desirable to have co-workers endorse your ability be do not try to game this by pressuring others to endorse your ability if it is not up to the level.

The LinkedIn profile will be graded at the end of the semester by either a tutor or via iLearn submission (and justification). Between semesters you will be expected to improve your profile and add additional certificates and experience. Your profile will also be automatically screen captured for archival purposes and used for comparison and progress tracking.

Suggested example:

Impactful LinkedIn Profile: https://business.linkedin.com/en-uk/marketing-solutions/blog/posts/content-marketing/2017/17-steps-to-a-better-LinkedIn-profile-in-2017

Appendix E | Suggested Activities for Portfolio Development

To facilitate this and scaffold this process. The following are recommended activities that you should complete within this unit and start building this profile. You will be expected to engage with other activities that will be beneficial to you in developing your engineering career outside class hours.

Suggested activities for portfolio development		
Activity	**Recommended time of engagement**	**Examples (but not limited to)**
Setting up LinkedIn or professional profile in full	1st year	Filling out all information where appliable, write a compelling introduction, a professional photo, detailed work experience
Personal Reflective Document	All years	Reflecting on transferable skills learnt. Reflection of learning can be demonstrated via a 1~2 pages Words document. The reflection info and template can be found on iLearn.
Skills endorsement in LinkedIn #	All years	Have your skills endorsed within LinkedIn. These are the skills and experience you believe that you can offer now. Having a clear articulation of your current abilities (and those that needs to be developed) will set you up in developing your employability as well as clarify what needs to be done.
Connect with other members	All years	Connect with relevant LinkedIn members.
LinkedIn online learning	All years	Develop a skill via LinkedIn certified learning. (https://www.linkedin.com/learning/) These completed modules will directly be linked to your profile and therefore show up as badges in your portfolio. Complete relevant modules that will assist with developing Engineering brand. (e.g. Pythons, MS packages (words, excel, PowerPoint) training etc.)
Complete any certified online training	All years	Complete any certified training online that will help demonstrate and develop you as a person into a responsible member in a community or the profession.
Visiting Venture Café online #	1 or 2 year	Venture Café (https://venturecafesydney.org/) has reinvented itself to be running weekly gathering online. Such non registered attendance will expand your knowledge of what this industry entails; problem-solving.
Joining of SoE groups	1 or 2 year	Being part of a community of practice is very important in developing a professional identity. Not only are there professional bodies but joining of student groups will also help. Keep a lookout on iLearn for School of Engineering social society that will be set up due to the COVID situation.
Joining a professional society	1 or 2 year	Joining EA or IEEE (free registration)
Engage in external events	Year 2 or 3	Engage in external events such as hackathons, careers fair etc. to broaden mindset and learning
Joining of student group(s)	Year 2 or 3	Joining of student societies such as MQ Speed or MQ orbital (subjected to groups' requirements)
Volunteering and commitment in being a good citizen **	Year 2 or 3	Volunteering to be involved with men mental health or NSW SES.
Being a PAL, tutor	Year 3 or 4	Being selected as a part of the Faculty peer assisted learning tutor/success leader etc.
Hosting of events, classes, workshops	Year 3 or 4	Running a masterclass on CAD design or setting up a MQ drone racing society.

** Items that can be filled out in a public profile that would suggest contribution to society or a community of practice.

Complete as many activities as possible for a holistic portfolio development, it will take you many years ongoingly to update, refine and develop your personalised brand/portfolio.

The above table shows some suggested activities which are in line with the purpose of this assessment task; that is to develop a wholesome education and professional identity which is presentable externally for the purpose of employability and life-long learning.

Appendix F | Rubic for Evaluating LinkedIn Profiles (All years)

The following is a list of general activities that are recommended for been achieved and developed at the various levels.

LinkedIn profile	ENGG1000	ENGG1050	ENGG2000	ENGG3000	ENGG4001
Setup linkedin public profile	x				
Linkedin Connections	x	x	x	x	x
Skills endorsements	x	x	x	x	x
Portfolio of work (student artefacts)	x	x	x	x	x
Presenting their personal 'Brand.'				x	x
Contribution / community					
Joining of student communities	x				
Participating in societies		x	x		
Leading in societies			x	x	x
Involvement in alumni events			x	x	x
Volunteer experience				x	x
Continual Professional Development					
Engage with online learning and self upskilling	x				
Developing awareness in common skills not formally taught in Uni	x				
Advancing such skills		x	x		
Being able to say this is a competency			x	x	x
Self development					
Reflection	x	x	x	x	x
Employability					
Presenting their personal 'Brand.'			x	x	
Job-ready / employability readiness			x	x	x
Application of internship etc.				x	x

	ENGG1000
Setup LinkedIn public profile	x
Linkedin Connections	x
Skills endorsements	x
Portfolio of work (student artefacts)	x
Joining of student communities	x
Engage with online learning and self upskilling	x
Developing awareness in common skills not formally taught in Uni	x
Reflection	x

Final Grade	Description
HD	Exemplary work. With short punchy title, has 'X-Factor' that will impress potential employers. Has outstanding images and detailed descriptions in each section. Membership and contributor in societies. Evidence such as certificates for online learning from reputable organisations such as LinkedIn Learning and Udemy. Significantly exceeds what is expected.
D	Very distinctive profile. Fairly significant description with impressive pitch. May impress employers. Has professional image. Some details in sections. Membership and contributor in societies. Evidence such as certificates for online learning from reputable organisations such as LinkedIn Learning and Udemy.
Cr	Profile exists. Has photo images. Just listing of experience and education with sparse descriptions. Membership in more than one society. Evidence such as certificates for online learning.
P	Profile exists. Has photo images. Just listing of experience and education without descriptions. Membership in local student societies and other societies. No evidence but has claim to have completed online learning.
F	No profile, OR No photos included, OR No Descriptions, OR No memberships, OR No listed additional learning, OR Significantly lacking in any area.

	ENGG1050
Linkedin Connections	x
Skills endorsements	x
Portfolio of work (student artefacts)	x
Participating in societies	x
Advancing such skills	x
Reflection	x

Grade	Description
HD	Exemplary work. With short punchy title, has 'X-Factor' that will impress potential employers. Major changes and additions since last profile assessment. Significant contribution to listed societies, demonstrating increasing involvement in these joint societies. Completion of additional learning modules since last assessment. Evidence such as certificates for online learning from reputable organisations such as LinkedIn Learning and Udemy. Significantly exceeds what is expected.
D	Very distinctive profile. Fairly significant description with impressive pitch. May impress employers. Minor changes and additions since last profile assessment. Major contribution to listed societies, demonstrating increasing involvement in these joint societies. Completion of additional learning modules since last assessment. Evidence such as certificates for online learning from reputable organisations such as LinkedIn Learning and Udemy.
Cr	Profile exists. Minor changes and additions since last profile assessment. Contribution and participation to listed societies, demonstrating increasing involvement in these joint societies. Completion of additional learning modules since last assessment. Evidence such as certificates for online learning.
P	Profile exists. Minor changes and additions since last profile assessment. No additional involvement in joint societies. Completion of additional learning modules since last assessment. No evidence but has claim to have completed online learning.
F	No profile, OR No changes since last assessment, OR No involvement at all, OR No additional modules completed, OR No listed additional learning, OR Significantly lacking in any area.

	ENGG2000
Linkedin Connections	x
Skills endorsements	x
Portfolio of work (student artefacts)	x
Participating in societies	x
Leading in societies	x
Involvement in alumni events	x
Advancing such skills	x
Being able to say this is a competency	x
Reflection	x
Presenting their personal 'Brand.'	x
Job-ready / employability readiness	x

Grade	Description
HD	Exemplary work. With short punchy title, has 'X-Factor' that will impress potential employers. Leadership in external well known or reputable societies. Evidence such as certificates for online learning from reputable organisations such as LinkedIn Learning and Udemy. Has a majority of skills endorsed by academics or other external persons. Expanding LinkedIn network connection (>80 connections). Significantly exceeds what is expected.
D	Very distinctive profile. Fairly significant description with impressive pitch. May impress employers. Significant contribution and role in local societies. Evidence such as certificates for online learning from reputable organisations such as LinkedIn Learning and Udemy. Have some of skills endorsed by academics or other external persons. Expanding LinkedIn network connections (>60 connections).
Cr	Profile exists. Major contribution in local societies. Evidences such as certificates for online learning. Have some of skills endorsed by fellow students. Limited LinkedIn network connections (20~60 connections).
P	Profile exists. No addition, just membership. No evidence but have claim to have online learning completed. Have some of skills endorsed by fellow students. Limited LinkedIn network connections (20~60 connections).
F	No profile, OR No listed membership for societies, OR No listed additional learning, OR No skills endorsed, OR No connections listed, OR Significantly lacking in any area.

	ENGG3000
Linkedin Connections	x
Skills endorsements	x
Portfolio of work (student artefacts)	x
Presenting their personal 'Brand.'	x
Leading in societies	x
Involvement in alumni events	x
Volunteer experience	x
Being able to say this is a competency	x
Reflection	x
Presenting their personal 'Brand.'	x
Job-ready / employability readiness	x
Application of internship etc.	x

Grade	Description
HD	Exemplary work. With a short punchy title, it has 'X-Factor' that will impress potential employers. Developed a personal branding with listed competencies. A major involvement in societies or other external bodies. Evidence such as certificates for online learning from reputable organisations such as LinkedIn Learning and Udemy. Has a majority of skills endorsed by academics or other external persons. It was expanding LinkedIn network connections (>80 connections). Has a documented internship lined up or undertaken. Significantly exceeds what is expected.
D	Very distinctive profile. Fairly significant description with impressive pitch. May impress employers. Developing personal branding with listed competencies. Evidences such as certificates for online learning from reputable places such as LinkedIn Learning and Udemy. Have some of skills endorsed by academics and other external. Expanding LinkedIn network connection (>60 connections). Documented seeking internship jobs.
Cr	Profile exists. Listed competencies, but unable to articulate 'personal branding'. Evidences such as certificates for online learning. Have some of skills endorsed by fellow students. Limited LinkedIn network connection (20~60 connections). Documented seeking internship jobs.
P	Profile exists. No consideration of personal branding. No evidence but have claim to have online learning completed. Have some of skills endorsed by fellow students. Limited LinkedIn network connection (20~60 connections). No documentation showing internship search.
F	No profile, OR No consideration of personal branding, OR No listed additional learning, OR No skills endorsed, OR No connection listed, OR No documentation showing internship search, OR Significantly lacking in any area.

	ENGG4001
Linkedin Connections	x
Skills endorsements	x
Portfolio of work (student artefacts)	x
Presenting their personal 'Brand.'	x
Leading in societies	x
Involvement in alumni events	x
Volunteer experience	x
Being able to say this is a competency	x
Reflection	x
Job-ready / employability readiness	x
Application of internship etc.	x

Grade	Description
HD	Exemplary work. With short punchy title, has 'X-Factor' that will impress potential employers. Developed a personal branding with listed competencies. Evidence such as certificates for online learning from reputable organisations such as LinkedIn Learning and Udemy. Has a majority of skills endorsed by academics or other external persons. Expanding LinkedIn network connection (>100 connections) Job ready: impressive CV, impactful contribution to societies, memberships, wholesome experience. Significantly exceeds what is expected.
D	Very distinctive profile. Fairly significant description with impressive pitch. May impress employers. Developing personal branding with listed competencies. Evidence such as certificates for online learning from reputable organisations such as LinkedIn Learning and Udemy. Has some skills endorsed by academics or other external persons. Expanding LinkedIn network connection (>80 connections). Approaching job ready.
Cr	Profile exists. Listed competencies, but unable to articulate 'personal branding'. Evidence such as certificates for online learning. Has some skills endorsed by fellow students. Limited LinkedIn network connection (40~80 connections). Approaching job ready.
P	Profile exists. No consideration of personal branding. No evidence but have claim to have online learning completed. Have some of skills endorsed by fellow students. Limited LinkedIn network connection (<40 connections). Approaching job ready.
F	No profile, OR No consideration of personal branding, OR No listed additional learning, OR No skills endorsed, OR No connection listed, OR Not yet job ready, OR Significantly lacking in any area.

Appendix G | Recommended LinkedIn Learning Packages

List of topics to consider for CPD hours.

There is some LinkedIn learning that you might want to consider as a part of a) completing this project effectively and b) continuous professional development i.e. the LinkedIn portfolio.

Consider any of the following learning packages as required for your own interest/development:

- Arduino Programming
- Improving your thinking
- Negotiation skills
- Critical thinking
- Motivating team members
- Managing Team Conflict
- Video editing with iPhone
- Video editing in general
- JIRA
- CONFLUENCE
- Arduino Programming
- Improving your thinking
- Negotiation skills
- Critical thinking
- Motivating team members
- Managing Team Conflict
- Python
- Soldering

Last updated 16/9/21