MM30

Monash University
Build your career: Planning and strategies for employability

Researched, Analytical, Investigated, Professionally Communicated, Engaged

Students	Expertise / ID cohort
Learning Outcomes	Disciplinary focus / ID skills
Pedagogy	Task aims / Task process

Individual work
- Prep Research
- Project Work
- Presentation
- Peer Review
- Self Reflection

Group work
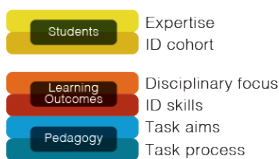
SUMMARY FOR BENCHMARKING

How well is interdisciplinary learning supported by the assessment design?

Vocationally orientated complimentary study, delivered to a wide range of disciplines.

How well does the assessment design fit the ID cohort?

Does it fit the level of _student expertise_?
Foundational professional practice skills development, suitable for graduating students.

Does it respond to the _range and style of cohort learning expectations_?
'Balanced' and well scaffolded approach to learning culture enables broad access and encourages a focus on professional skills shared across a variety of industries and disciplines.

How well does the assessment design align to intended ID learning outcomes?

Do _tasks and criteria_ sufficiently support development of students' _disciplinary practices_ ?

Students disciplinary knowledge is complimented by professional practice content and an identified focus on its application to employment.

Do the _tasks and criteria_ sufficiently support development of students' _interdisciplinary skills_ ?

Broad ID skills are not the emphasis of this unit although the cohort is very mixed, and tutorial groups draw together students from a number of faculties and double degree programs.

Do the student and staff roles influencing the _direction / aims_ of the tasks support the ID learning outcomes?

Staff led brief and goals and clear and particular in the outcomes expected. This is presented as a key skill that is valuable to employers.

Do the student and staff roles influencing the _process / development_ of the tasks support ID learning outcomes?

Staged, staff led process of development assists students in the development of personal ambitions for career development and the artefacts that may assist that journey.

UNIT/SUBJECT/COURSE OUTLINE + OUTCOMES

This 2nd and 3rd year unit equips students with the capacity to manage their careers lifelong. It contextualises this understanding in the history, sociology, economics and future of work. Work legislation and the role of unions and professional associations also provide a setting for exploration of career concepts and theories and their application to the individual. Students will develop a career plan based on an awareness of their skills and aspirations and an understanding of approaches to job search, career decision making and managing change.

The unit will be delivered through a mix of seminars and practical's and will draw upon student's recent or concurrent experience of work.

Learning Outcomes:
- Practical experience and awareness of job search, networking, application and recruitment processes including interviews;
- The opportunity to contextualise understand work in terms of its history, politics, economics and sociology;
- An understanding of career concepts and theories and their application to individuals, focusing on self-assessment, exploring opportunities, decision making and managing transitions;
- The opportunity to develop a career strategic plan concentrating on employability skills, opportunity awareness and strategies for implementing career development plans

UNIT/SUBJECT/COURSE ACTIVITIES & ASSESSMENT TASKS

Case Study / Career development issues essay (20%) Students can choose one of the following tasks;
Case study: Interview two people – a recent graduate and an older person in relation to their career history. Compare and analyse how they have responded to a significant career issue or issues using a range of career theories to support and further your analysis.
Career development Essay: Write a research-based essay drawing on a range of career theories and an example, or examples to explore a career development issue (choice, motivation, fulfilment, resilience or change) in depth. Example/s to illustrate your argument should be drawn from at least one career interview with a family member or friend.

Job Application (30%) Prepare a professional, graduate level job application including 3 elements:
1. A Cover Letter - tailored for the specific position included in the application document
2. A CV/Resume - tailored for a position relevant to your field, course or area of career interest following
3. Responses to 3 behavioural questions - on a separate page, short written responses to three 'behavioural questions' similar to those you will find in online applications and in job interviews.

Career Strategic Plan / Industry employment guide / Portfolio of career development activities (40%)
a) **Career Strategic Plan**: Develop a strategic career plan including: 1. a reflection on your career goals 2. a 'self-audit' of strengths and weaknesses, 3. an 'opportunity analysis' in relation to at least one of your specific goals, and 4. an 'action plan' outlining how you will work towards achieving one or more of the goals. OR
b) **Industry employment guide:** Prepare a detailed guide for graduates in a particular field or industry. The guide will identify and analyse specific requirements or advantages graduates will possess to gain entry to this field, as well as analysis of opportunities, pathways, challenges, risks, trends, niche areas, networking options and professional associations that a graduate will need to be aware of. OR
c) **Portfolio of Career Development Activities**: Choose 4 of the various activities completed in the units' practical's and develop these to a higher level.

Participation (10%)

ASSESSMENT CRITERIA / MARKING

- Understanding, awareness and analysis of career development issues
- Demonstration of research, investigation, analysis in the written responses sumbitted and critical engagement with sources
- Demonstration of a professional standard of communication (presentation) language and expression, relevant content (including proofreading and attention to detail) and document formatting

Unit Guide

ATS3743
Build your career: Planning and strategies for employability

Semester 1, 2016

Handbook link:
http://www.monash.edu.au/pubs/2016handbooks/units/index-byfaculty-arts.html

The information contained in this unit guide is correct at time of publication. The University has the right to change any of the elements contained in this document at any time.

Last updated: 23 Feb 2016

Table of contents

Unit handbook information

Synopsis

This unit equips students with the capacity to manage their careers lifelong. It contextualises this understanding in the history, sociology, economics and future of work. Work legislation and the role of unions and professional associations also provide a setting for exploration of career concepts and theories and their application to the individual. Students will develop a career plan based on an awareness of their skills and aspirations and an understanding of approaches to job search, career decision making and managing change.
The unit will be delivered through a mix of seminars and practicals and will draw upon student's recent or concurrent experience of work.

Mode of delivery

Caulfield (Day)

Workload requirements

Minimum total expected workload to achieve the learning outcomes for this unit is 144 hours per semester typically comprising a mixture of scheduled learning activities and independent study. A unit requires on average three/four hours of scheduled activities per week. Scheduled activities may include a combination of teacher directed learning, peer directed learning and online engagement.

Additional workload requirements

+ 9.5 hours of independent study per week

Unit relationships

Prerequisites

Twelve credit points of first-year units.

Co-requisites

None

Academic overview

Learning outcomes

This subject provides students with:

1. Practical experience and awareness of job search, networking, application and recruitment processes including interviews;
2. The opportunity to contextualise understand work in terms of its history, politics, economics and sociology;
3. An understanding of career concepts and theories and their application to individuals, focussing on self-assessment, exploring opportunities, decision making and managing transitions;
4. The opportunity to develop a career strategic plan concentrating on employability skills, opportunity awareness and strategies for implementing career development plans

Teaching and learning approach

Learning approach

This unit involves students in ACTIVE LEARNING. This means that through preparation and class participation students are given opportunities to develop understanding and try out strategies (eg. for job searching, job applications, interviews) and explore ideas about career development through preparation questions, practical class activities, readings, listening to online lectures, completing assignments and research tasks.

Practicals (1.5 hours per week)

The core class activity in this unit is the <u>PRACTICAL</u>. These are held every week and you will need to advise your tutor by email if you can't attend. As the name suggests, the practical is an opportunity to practise skills and put knowledge into action.

Preparation (2-3 hours per week - students to do outside of class)

Information about the PREPARATION work and the resources to support this required each week will be on moodle so you need to be looking ahead from one practical to the next. Coming to the practical prepared will enable you to participate effectively, will strengthen your learning and ability to complete assignments successfully, and will be reflected in your participation mark (10%). There will be opportunities throughout the semester to receive feedback on your preparation work and your completion of activities, accessing readings and 'seminar' material, contributing to discussion forums and other online activities will be tracked in moodle and can contribute to your participation mark.

Groups

You will also be assigned to a specific small group in the practical and will work with these students through the semester on preparation and in class work to demonstrate and build your understanding. Your group participation is essential and your contribution to the success of the group will be reflected in your individual participation mark.

PLEASE NOTE:
An INTRODUCTION/WELCOME Seminar, week one.

In week one (ONLY) there will be a two hour introductory seminar giving an overview of the semester, giving you an idea what's expected in the practicals, reviewing the assignment tasks, moodle, and discussing the 'big issues' of career planning and development.   This seminar will be recorded and available as slides/audio on MULO. If you are unable to attend due to timetable clashes then you should access the recording before your practical. From week two, 'seminars' are delivered online as part of preparation materials.

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Assessment summary

Within semester assessment: 100%

Assessment task	Value	Due date
Case Study / Career development issues essay	20%	Tuesday 5th April - 5.30 pm
Job Application	30%	Tuesday 3rd May - 5.30pm
Career Strategic Plan / Industry employment guide / portfolio of career development activities	40%	Friday 27th May
Participation	10%	throughout semester

Assessment tasks

Assessment task title: Case Study / Career development issues essay

Due date: Tuesday 5th April - 5.30 pm

Details of task: Assessment One: Case study / Career Development Issues Essay

Choose one of the following options (a or b) outlined below:

a) Case study – analysis of two career interviews
Interview two people - a recent graduate and an older person (eg. someone of your grandparent's generation) in relation to their career history. Compare and analyse how they have responded to a significant career issue or issues (eg. choice, motivation, fulfilment, resilience or change) using a range of career theories to support and further your analysis. This option emphasises comparison and focuses on change and similarity in career issues over time.

OR

b) Career development essay

Write a research-based essay drawing on a range of career theories and an example, or examples to explore a career development issue (choice, motivation, fulfilment, resilience or change) in depth. Example/s to illustrate your argument should be drawn from at least one career interview with a family member or friend. This option asks you to focus on clear and in-depth understanding of different theories of career development and how they might inform or 'apply' to individuals. Further specific essay topics/questions will be provided from week 5, but to give you an idea, here is an example of one topic:

'Do what you love and You'll never have to work a day in your life" Discuss this idea in relation to two or more career theories and apply to the person you have interviewed. To what extent do the theories and the example/s confirm or challenge this idea of career success or fulfilment?

Students can also combine option A and B (eg. use a question from option B to apply to two interviews)

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FURTHER INSTRUCTIONS FOR BOTH OPTIONS

ALL **students** are expected to present an assignment which demonstrates critical understanding and engagement with ideas, theories and sources on career development issues; which follows professional/academic standards of communication and presentation in terms of clarity and focus of ideas; demonstrates accurate and consistent referencing of ALL sources used; and shows care and attention to detail (evidence of proofreading and care in expression).

A copy of the final assignment must also be submitted to turnitin (a or b). Further information about using turnitin will be provided on moodle.

Learning objectives assessed:

1. The opportunity to contextualise work in terms of its history, politics, economics and sociology;
2. An understanding of career concepts and theories and their application to individuals, focussing on self-assessment, exploring opportunities, decision making and managing transitions

Release dates: N/A

Word limit: 1250 words (+ or - 10%)

Value: 20%

Presentation requirements: Online submission only - in moodle.

You should submit your document in .pdf format.

Assignments must include a reference list in a consistent academic style.   Students can use a referencing format they are familiar with from their home discipline or faculty eg. APA, or if in doubt, use the Monash University Library guide to Harvard referencing.

http://guides.lib.monash.edu/citing-referencing/harvard
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Estimated return date: Tuesday 19th April

Hurdle requirements: N/A

Individual assessment in group tasks: N/A

Criteria for marking:

1. Understanding, awareness and analysis of career development issues. (weighting = 45% of assignment grade) (3743 students are expected to show greater critical awareness and depth of engagement with ideas)	Exceptional demonstrates critical insight into career development issues throughout and applies consistently to 'cases'.	Very good - demonstrates capacity for critical insight into case studies in parts through the discussion.	Good - demonstrates awareness of career issues and clear response to question	Satisfies minimum expectations in terms of response to the question, but with significant room for improvement	Unsatisfactory - well below expected standard in most respects.	Incomplete or no submission
2. Demonstration of research and critical engagement with sources. (weighting = 45% of assignment grade) ATS3743 students are expected to show a wider range of sources (eg. 7 sources min for C) and more in depth research and use of sources	Exceptional - Uses a wide range of quality sources (showing independent research ability) and demonstrates critical reading and application to cases throughout	Very good -" demonstrates critical use of quality sources in parts through the essay and goes some way beyond given sources showing independent research.	Good - demonstrates effective research reading (at minimum effective use of 5 quality sources) and application to cases or example.	Satisfies minimum expectations of sources (eg. 2-3 career development sources but with significant room for improvement in use of sources.	Unsatisfactory - well below expected standard in most respects.	Incomplete or no submission
3. Presentation - demonstrating a professional standard of communication and document format including proofreading, attention to detail, expression and referencing conventions. (weighting = 10% of assignment grade)	Exceptional - a high level use of language, with minimal errors, consistent use of academic conventions in referencing and presentation.	Very good - mostly uses effective language and shows attention to detail with few significant errors of expression or referencing.	Good - demonstrates effective language use for a university level essay / assignment and clear attempt to use referencing conventions effectively.	Satisfies minimum expectations for a university essay at 2nd/3rd year level, but with significant room for improvement	Unsatisfactory - well below expected standard of language, referencing, presentation in most respects.	Incomplete or no submission

Based on the rating on the rubric, students will receive an overall grade for this assignment on the university standard grade scale (HD, D, C, P, N, 0)   Please note also the different weighting of elements in the criteria. Discussion and questions about the rubric, expectations and the assessment procedure are strongly encouraged in the time leading up to the assignment.

Referencing requirements: For this unit on assignment 1 and 3 references are expected, and should follow a consistent and recognisable academic format. Students are invited to follow the **Harvard referencing system,** as outlined on the Monash Library website (http://www.lib.monash.edu.au/tutorials/citing/harvard.html)
but if you are familiar with another referencing system from your main discipline you are welcome use that instead.
To build your skills in citing and referencing, and using different referencing styles, see the online tutorial Academic Integrity: Demystifying Citing and Referencing at http://www.lib.monash.edu/tutorials/citing/

Additional information: N/A

Assessment task title: Job Application

Due date: Tuesday 3rd May - 5.30pm

Details of task: ALL STUDENTS (**ATS2743 & ATS3743**):

Prepare a professional, graduate level job application including 3 elements:

- A COVER LETTER (tailored for the specific position included in the application document)
- A CV/RESUME (tailored for a position relevant to your field, course or area of career interest following).
- RESPONSES TO 3 BEHAVIOURAL QUESTIONS (on a separate page, short written responses to three 'behavioural questions' similar to those you will find in online applications and in job interviews. The three specific behavioural questions for the assignment and formats for responses will be advised on moodle and discussed in practicals leading up to the assignment due date).

To identify a job/career opportunity in your field, or your proposed career area, you can use any Australian or international job finding resource (see http://www.monash.edu.au/careers/students-grads/find-a-job/ for ideas and resources).

The type of job you find to apply for is up to you - but we expect you to be trying to apply for a position for a GRADUATE (ie. not simply a 'casual' or 'part-time' or 'holiday' position).   There is some flexibility about this as we want you to practise writing the kind of applications that will be relevant and useful for you in future situations. If you think that the position you are applying for is 'worth' practicing on then you should use it -- but discuss with us beforehand if you're not sure.

You also do not necessarily need to be actually 'eligible' for the position (ie. we will not be judging whether you would actually have a chance of getting the position). HOWEVER, we do not encourage you to 'invent' details of your previous experience or qualifications when writing this application. It is PRACTICE and the best practice you can get is writing about your actual experience and doing your best to make them 'relevant' and applicable to the position you are applying for.

PLEASE NOTE in all other respects this assignment is intended to be similar to a real job application as far as possible.

This means you must follow the following instructions on what to include in the application, the deadline, submission method and format of documents with particular care - grade penalties will apply if you do not.

A pre-submission checklist will be provided on moodle prior to the assignment deadline.

3 key instructions for submission follow:

1. You must include the job advertisement, or information about the position in your application, or your 'content' will be marked down (a key principle in applying for jobs is that the content of your application should be 'tailored' to the employers' requirements). The pages of information about the career opportunity can be included by inserting image into your text, or by copy/pasting text from a job ad or employer website. However, if the information is not available in a single document (eg. a single page job ad) you will need to prepare a short summary of the key job application requirements, including how and when to apply, any additional information about the position such as key selection criteria and contact information. We are not able to judge the relevance of your content without this information so if not included we have to assume your cv is not specifically tailored to the job.

2. All three parts of your application (and the job information) must be in **ONE DOCUMENT, .PDF format**, submitted online, labelled with your name as the first piece of information eg. "Johnson-application-buildyourcareer.pdf").   The reason for strictly applying this expectation is that employers often have specific requirements for formatting, and even if they do not, when receiving hundreds of applications as attachments if they are all labeled 'my job application' they can be very hard for the employer to sort through or manage and your application can easily be lost in the system. PDF is also a stable format so you will not lose any formatting or page breaks if submitted in this format.

3. This assignment is also **TIME SENSITIVE**. As with all real job applications submitted online the deadline will be strictly applied. Without prior approved extension for special consideration or exceptional circumstances (in writing), late penalties will apply to submissions after 5.30pm. (Please note: in real job applications online, the penalty for not submitting on time is that your application would not be considered at all)

Further specific details of format, content and language expectations in the job application will be discussed in detail in classes in weeks leading up to the assignment due date (weeks 5 - 8) and you will have an opportunity to review samples, other students drafts and get feedback on your own draft.

Learning objectives assessed:
- develop practical job search strategies

Release dates: N/A

Word limit: 6 pages maximum

Value: 30%

Presentation requirements: Attach PDF file via moodle - see assignment details in moodle for more information on presentation.

Estimated return date: Tuesday 17th May

Hurdle requirements: N/A

Individual assessment in group tasks: N/A

Criteria for marking: This assignment may be marked by someone other than your practical facilitator. This is done intentionally to 'replicate' the situation of real job applications where the reviewer will, in most cases, have no prior experience or knowledge of you - the marker will focus only on what they are given in the document.   Assessment in this unit is moderated to ensure fairness and consistency across markers.

Based on the ratings in each element of the rubric, you will receive an overall letter grade for this assignment on the scale HD, D, C, P or N, rather than a percentage (numerical). The letter grade will indicate the numerical mark minimum/maximum eg. D = 70 to 79%.

Please note also the different weightings of criteria elements (eg. content is worth more than language/presentation issues - further advice on how the overall grade is calculated is available on request).

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As noted above - not following explicit requirements for submission and formatting will result in lower 'ratings' (eg. if there is no job information position description supplied, the marker will not be able to see that the content is 'tailored' to the position description and may only be able to grant a 'satisfactory' rating for the content of the cover letter as a result (even if the letter is well written). Similarly, if the cover letter is more than one page (a very important rule for cover letters) and there are a few grammatical inconsistencies, then the rating for cover letter language and presentation may be below 'exceptional'. As such, we are expecting a high degree of care and attention to detail in this assignment - depending on your unit/course, perhaps higher than for other assignments you have submitted previously.

Job Application Marking rubric

Cover letter *content* (weighting ~20% of total)	Exceptional - all relevant and persuasive content	Very good - most content is relevant and used effectively.	Good – relevant content is provided to support application.	Satisfactory some relevant content but significant room for improvement	Unsatisfactory – content not relevant or effectively used.	Incomplete or no submission
Cover letter *language and presentation* (weighting ~15% of total)	Exceptional – highly persuasive presentation with creative and/or very effective format throughout with NO errors	Very good – only minimal errors and very effective format in most parts.	Good – a clear demonstration of awareness of expected formats with few errors in language.	Satisfies minimum requirements but with significant room for improvement	Unsatisfactory – well below expected standard with little evidence of awareness of expected format or language.	Incomplete or no submission
CV *content* (weighting ~20% of total)	Exceptional - all relevant and persuasive content	Very good - most content is relevant and used effectively	Good – relevant content is provided to support application.	Satisfactory some relevant content but significant room for improvement	Unsatisfactory – content not relevant or effectively used.	Incomplete or no submission
CV *language and presentation* (weighting ~15% of total)	Exceptional – highly effective presentation with creative and/or very effective format throughout and NO errors	Very good – mostly free of errors and mostly effective format.	Good – effective language and clear attempt to follow guidelines (though may have some inconsistencies)	Satisfies minimum requirements but with significant room for improvement	Unsatisfactory – well below expected standard with little evidence of awareness of expected formats or language.	Incomplete or no submission
Behavioural question responses *content* (weighting ~20% of total)	Exceptional - all relevant and persuasive content	Very good - most content is relevant and used effectively	Good – relevant content is provided to support application.	Satisfactory some relevant content but significant room for improvement	Unsatisfactory – content not relevant or not effectively used.	Incomplete or no submission
Behavioural question responses *language and presentation* (weighting ~10% of total)	Exceptional – highly effective, persuasive language and use of STAR format with NO errors.	Very good – mostly free of errors and mostly effective format.	Good language to support claim - following guidelines for STAR format.	Satisfies minimum requirements but with significant room for improvement	Unsatisfactory – well below expected standard with little evidence of awareness of expected formats or language	Incomplete or no submission

Referencing requirements: Assessment 2 (job application) does not require a reference list - however when including job information you are encouraged to include links to online information/sources of information about the position if available.

To build your skills in citing and referencing, and using different referencing styles, see the online tutorial Academic Integrity: Demystifying Citing and Referencing at http://www.lib.monash.edu/tutorials/citing/

Additional information: N/A

Assessment task title: Career Strategic Plan / Industry employment guide / portfolio of career development activities

Due date: Friday 27th May

Details of task: Choose one of the following options (a, b or c)

a) Career Strategic Plan

Develop a strategic career plan including: 1. a reflection on your career goals (short, mid, and/or long term), 2. a 'self audit' of strengths and weaknesses, 3. an 'opportunity analysis' in relation to at least one of your specific goals, and 4. an 'action plan' outlining how you will work towards achieving one or more of the goals.

OR

b) Industry employment guide

Prepare a detailed guide for graduates in a particular field or industry. The guide will identify and analyse specific requirements or advantages graduates will possess to gain entry to this field, as well as analysis of opportunities, pathways, challenges, risks, trends, niche areas, networking options and professional associations that a graduate will need to be aware of. The industry employment guide will also clearly identify key actions (top tips) that a graduate could follow to gain entry, or to improve his/her prospects in this field. (The guide should be professional and of publishable quality and can also be presented in infographic and/or online formats - video/audio /webpage)

OR

c) Portfolio of Career Development Activities.

Over the course of the semester in practicals you will have prepared for various activities - all of which are related to career development - eg. a job ad analysis demonstrating awareness of what an employer is focused on, or a detailed 'preparation for interview' document based on this analysis.

For this assignment you can choose to take up to 4 of the various activities and develop these to a further and higher level. You will need to write a short introduction and conclusion to 'frame' the 4 pieces in terms of why you have chosen these activities in particular,

and how you see them as relevant and useful in your own career development.   It is also essential that you revise and develop the work you did during the semester, not simply 'hand in' the preparation work you did for class activities. A full list of the different activities you can select from will be given in the weeks before the assignment.

FURTHER INSTRUCTIONS FOR ALL OPTIONS (a, b and c)

All assignments need to include a list of references/sources used, and must clearly identify any direct quotations or sourced images /audio. Alternative presentation formats such as audio/video/infographic/website and so on which may not have scope to include references in the presentation as such should be accompanied by a short document summarising and describing the work that is presented, explaining its purpose and how it relates to career planning and development issues we have discussed this semester, as well as the list of references/sources used.

Learning objectives assessed:

1. Understand career concepts and theories and their application to individuals, focussing on self-assessment, exploring opportunities, decision making and managing transitions;

2. Develop a career strategic plan concentrating on employability skills and strategies for implementing career development plans

Release dates: N/A

Word limit: 2000 words (+ or - 10%) or equivalent

Value: 40%

Presentation requirements: Online submission in moodle.

Students can present this assignment in a variety of different formats and should choose the format they feel best supports the material – for example, the strategic plan (a) might be best presented as a 'report' or written document, PDF, but the industry employment guide (b) might work better as a poster/info-graphic document, website or 'video' presentation.   The 'portfolio' could have a mix of presentation formats.

Care and attention to detail and creativity in presentation is essential, regardless of format.

Attach document or file via moodle assignment 3 link (for all text based documents .pdf is preferred).

Specific presentation options and guidance will be available over the course of the semester and on moodle.

Estimated return date: Online submission in moodle. Students can present this assignment in a variety of different formats and should choose the format they feel best supports the material – for example, the strategic plan (a) might be best presented as a 'report' or written document, PDF, but the industry employment guide (b) might work better as a poster/info-graphic document, website or 'video' presentation. The 'portfolio' could have a mix of presentation formats. Care and attention to detail and creativity in presentation is essential, regardless of format. Attach document or file via moodle assignment 3 link (for all text based documents .pdf is preferred). Specific presentation options and guidance will be available over the course of the semester and on moodle.

Hurdle requirements: N/A

Individual assessment in group tasks: N/A

Criteria for marking:

1. Overall understanding and analysis in the response, demonstrating critical engagement with ideas /approaches introduced in this unit. (weighting – 45% of assignment grade)	Exceptional - demonstrates deep engagement and understanding of career issues and action, applies these to respond to assignment task with creativity and effort.	Very good – shows capacity for deep engagement and insight into career issues and response to assignment task.	Good – shows understanding and engagement with materials and ideas encountered in this unit over the semester and presents a coherent response to the task.	Satisfactory- meets minimum expectations in terms of engaging with unit materials and ideas - but with significant room for improvement or greater effort.	Unsatisfactory – well below expected standard in most respects - demonstrates lack of awareness or understanding of ideas or materials presented during the semester.	Incomplete or no submission made.
2. Demonstration of research, investigation, creative and critical engagement with sources. (weighting – 45% of assignment grade)	Exceptional - well above expected standard, depth and breadth of research throughout (using a wide range of quality sources critically)	Very good - shows capacity to research and use quality sources critically.	Good - demonstrates expected level of research (minimum 5 quality sources used), investigation and critical engagement with sources.	Satisfactory - meets minimum expectations for extent of research and use of sources but with significant room for improvement.	un-satisfactory - well below expected standard for research in terms of quality and use of sources at 2nd or 3rd year level	Incomplete or no submission.
3. Presentation: demonstrating a professional standard of communication and format, including proofreading, attention to detail, expression	Exceptional - a high level use of language, with minimal errors, consistent use of academic	Very good - mostly uses effective language and shows attention to detail with few significant errors	Good - demonstrates effective language use for a university level essay / assignment and clear attempt to use referencing conventions effectively.	Satisfies minimum expectations for a university essay at 2nd/3rd year level, but with significant room for improvement	Unsatisfactory - well below expected standard of language, referencing, presentation in most respects.	Incomplete or no submission

and referencing conventions. (weighting = 10%)	conventions in referencing and presentation.	of expression or referencing.				

IMPORTANT NOTE:
ATS3743 students are expected to demonstrate greater depth and range in their response to this assessment task - including number and quality of sources consulted, and critical assessment of those sources. (this will be considered when rating students on the marking criteria - elements one and two)

Referencing requirements: For this unit on assignment 1 and 3 References are expected, and should follow a consistent and recognisable academic format. Students are invited to follow the **Harvard referencing system,** as outlined on the **Monash Library website**, but if you are familiar with another referencing system from your main discipline you use that instead.
To build your skills in citing and referencing, and using different referencing styles, see the online tutorial Academic Integrity: Demystifying Citing and Referencing at http://www.lib.monash.edu/tutorials/citing/

Additional information: N/A

Assessment task title: Participation

Due date: throughout semester

Details of task: Why do we have a participation grade?

We know you're busy and probably have work and other commitments on top of your studies, but evidence tells us that active participation with other students in classes and online leads to better understanding (and grades). To put it another way - If you're not making it to class, why are you paying for an on-campus experience?

Similarly, we put a lot of effort into using moodle as effectively as we can to enhance your learning experience - if you're only using moodle to submit your assignment and download the lecture notes, you may be missing some of the benefits of an online component to the unit.

MOST importantly - when you enter the world of employment, in most cases your preparation, participation and engagement with tasks will be continuously assessed (it's called performance management) so, becoming a professional means practising, and learning about how you function in such an environment.

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Participation is MORE than just attendance!

While attendance is important, and is one way we can measure participation (rolls will be taken at all practicals) the participation mark is not simply based on attendance. We also look at your preparation, and your contribution in practicals. In class, coming prepared, having done the expected readings or activities, asking questions and joining the discussion and activities counts. Some people will be more comfortable talking in class than others, so if you're one of the 'others', you can make up for this by contributing to discussion online and by showing consistent and continuous engagement with course materials on moodle (review and access to materials is trackable in moodle and will count for you.

What this means is that attendance is a minimum to get you to the 'starting line' for participation. Every activity you engage with in preparation, in class and online can only improve your participation grade.

If you are below the minimum attendance requirement set by the faculty, you risk not only a poor mark for participation but potentially other penalties on your overall mark (as shown below in the faculty policy).

If you have any questions about your participation, or would like to discuss how you are going (a good idea to do before it's too late to do anything to change your participation etc.) your practical facilitator (tutor) will be happy to hear from you.

NOTE on assessment procedure for participation. Over time we have been trying to improve the way in which we assess and give feedback on participation to ensure that it is fair, transparent and constructive for student learning. This semester a range of means of assessing participation based in evidence from educational research will be used.

Feedback will be given through SELF, PEER, and TUTOR assessment - and we will discuss these procedures in class.

Release dates: N/A

Word limit: N/A

Value: 10%

Presentation requirements: N/A

Estimated return date: Wednesday 1st June

Hurdle requirements: N/A

Individual assessment in group tasks: N/A

Criteria for marking: Marking guide – Participation grade

HD	Is a leader in class discussion and activities. Generates meaningful comments on material. Often provides new insights. Reveals outstanding command of materials of course and comes to class very well prepared.
D	Participates frequently and contributes consistently to class discussion and activities. Demonstrates better than average command of materials and demonstrates preparation for a majority of classes.
C	Participates in discussion on many occasions, although not necessarily consistently. Satisfactory command of materials (demonstrates effective preparation more often than not).
P	Rarely participates in discussion voluntarily, or only participates when asked a question directly. And/or demonstrates minimal command of the materials. May provide evidence of being prepared for class on occasions.
N	Does not contribute effectively to group discussion. May have unsatisfactory attendance record – or is unable to participate effectively due to inadequate or ineffective preparation. Shows little familiarity with expectations.
0	**No attendance or evidence of participation**

The Faculty of Arts attendance policy (http://www.arts.monash.edu.au/policy-bank/policies/tutorial-attendance.php) states:

In general, the Faculty of Arts has a minimum tutorial/seminar attendance requirement of 75% as part of each unit (that will generally be at least 9 weeks of class throughout the semester).

In addition, unit coordinators may opt for awarding a grade for tutorial participation; expectations for participation must also be clearly specified in the unit guide. [**see above - participation is graded in ATS2743/3743**]

Students unable to attend class are required to lodge an apology via e-mail or phone. Should a student fail to fulfil the attendance requirements of a unit, *one* **of the following outcomes may be applied**:

- fail the unit
- penalty of 20% deduction from final mark
- 50% pass only possible for final unit result.

Referencing requirements: N/A
To build your skills in citing and referencing, and using different referencing styles, see the online tutorial Academic Integrity: Demystifying Citing and Referencing at http://www.lib.monash.edu/tutorials/citing/

Unit schedule

Week	Activities	Assessment
0		No formal assessment or activities are undertaken in week 0
1Introduction: Career development	Introduction seminar (week one only) ALL practicals start this week	
2 What does work mean?	Understanding work values and career development issues.	
3 Career choice, career success?	Personality tests and career theories 1.	
4 Life cycles and career fulfilment	Further perspectives on career development / career theories 2	Case study plan
5 What do Employers want?	Finding and analysing job opportunities	Assessment 1: Career development issues essay/case study (20%)
6 Make your case	Review job application drafts	
7 Building a Personal Brand?	Job app review continued. Social media, portfolios and recruitment	
8 "Tell us a bit more about yourself"	Behavioural questions and interviews	
9 Career Planning in focus	Strategic career plans and opportunity analysis	Assessment 2: Job application (30%)
10 Career Survivor	Resilience and action plans	
11 The minimum wage and beyond	Work rights and wrongs / internships and volunteering	
12 Review	Managing the transition to work / Assignment FAQ	Assessment 3: Strategic plan / industry employment guide / career development activities portfolio (40%)
	SWOT VAC	No formal assessment is undertaken SWOT VAC
	Examination period	LINK to Assessment Policy: http://policy.monash.edu.au/policy-bank/ academic/education/assessment/ assessment-in-coursework-policy.html