



ESK100 Business Graduate in the Making
Study Guide
Trimester 2 2022

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Contacts

Program Director Academic and contact details

Kellie Lumsden

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Subject lecturer and contact details

Dr Lalitha Velautham

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Subject lecturer

Please direct any questions concerning the teaching of this subject to your subject lecturer.

The lecturer for this subject is:

Dr Lalitha Velautham

LVelautham@ichm.edu.au

Hello everyone! You might be wondering who I am? For many years now I have been working in the higher education sector and has served in various academic roles in universities in Australia, Singapore and Malaysia. I have a wealth of experience in developing academic and research skills among students from diverse disciplines and cultures. Additionally, I have expertise in professional and business communication where I equip students to thrive and succeed in the workplace. Besides working in the higher education sector, I have conducted workshops for corporate clients on a range of professional and communication goals. I am also skilled researcher, writer and presenter at national and international conferences. I look forward to meeting you all and supporting your learning in this subject.

Subject description

Welcome to ESK100 Business Graduate in the Making.

This subject will introduce students to the essential academic, communication and literacy skills and attitudes required for tertiary study and the professional workplace.

Key topic covered include academic writing, conducting research, referencing, preparing and delivering presentations, critical thinking, working in teams, verbal and non-verbal communication, creating a professional profile and developing resilience and emotional intelligence.

Subject weighting

Subject credit points	Total course credit points
3	72

Student workload

Total No. timetabled hours:	Total No. personal study hours:	Total workload hours:
36	84	120
No. timetabled hours per week	No. personal study hours per week	Workload hours per week
3	7	10

Graduate qualities

ICHM Graduate Qualities (GQ)				
	ID	Graduate Qualities	Description	Graduate will:
	GQ1	Global inclusivity and sustainability	Be responsible and effective global citizens	Critically analyse and reflect upon how society interacts with the environment, its complex nature and how they can influence society as change agents
				Demonstrate a commitment and responsibility to global ethical practices, sustainability and respect for universal cultural diversity
				Develop business approaches that demonstrate value for scalable and sustainable social enterprises
	GQ2	Professional identity and practice	Ability to demonstrate and systematically apply business/ marketing/ entrepreneurship practices	Apply an in-depth body of knowledge relating to the discipline focus area of business practice
				Exhibit ethical values and judgement according to a personal and professional brand
				Develop a sense of self, showing expertise, passion and dedication in the professional world and the ability to connect with a variety of stakeholders in supporting industry outcomes
				Demonstrate a growth mindset that leverages resilience and the ability to manage change in a fluid business environment with expertise, emotional intelligence and empathy
	GQ3	Independent self-management and life-long learning	Be lifelong and applied learners who are open to new ideas, applications and techniques	Demonstrate a commitment to self-directed lifelong learning and intellectual development
				Be lifelong and applied, autonomous learners who are reflective, open to new ideas, applications and techniques
				Develop and draw upon resourceful practices, highlighting an adaptable nature, resilience and wellbeing
	GQ4	Collaboration and skilled communication	Ability to work in a team and develop effective relationships in a diverse environment	Present and transmit complex ideas via a range of mediums that persuade, influence and inform a range of stakeholders
				Work independently, as well as collaboratively in peer communities to creatively understand problems worth solving
	GQ5	Critical thinking and creativity	Apply knowledge and skills to the current business environment	Apply information literacy to creatively impact and solve industry problems
				Lead innovative projects and test new approaches, ideas, products, and services to be adopted by an existing organisation
				Demonstrate the ability to effectively identify, formulate and solve unpredictable and complex problems, to generate ideas and demonstrate a capacity for initiative, judgement, innovation and divergent thinking

Course learning outcomes

On successful completion of this course you will be able to:

Bachelor of Business

CLO 1 - Critically evaluate relevant fundamental business theory in relation to developing best practise management approaches.

CLO 2 - Demonstrate the ability to apply knowledge and develop relevant analytical frameworks and techniques.

CLO 3 - Analyse, evaluate and critique the evolving business landscape to identify opportunities for enterprise and innovation.

CLO 4 - Collaborate with a variety of stakeholders where the problem and its solution are often complex.

CLO 5 - Analyse appropriate data and information to develop business concepts and plan and complete projects in a range of business contexts.

CLO 6 - Apply technical and professional proficiencies that are necessary to operate ethically and efficiently in business environments.

CLO 7 - Reflect on, assess and manage ongoing development of own lifelong learning capabilities and future development needs.

Bachelor of Business (Marketing)

CLO 1 - Critically evaluate relevant fundamental business theory in relation to developing best practice marketing approaches.

CLO 2 - Demonstrate the ability to apply knowledge and develop relevant analytical frameworks and techniques.

CLO 3 - Analyse, evaluate and critique the evolving marketing landscape to identify opportunities for enterprise and innovation.

CLO 4 - Collaborate with a variety of stakeholders where the problem and its solution are often complex.

CLO 5 - Analyse appropriate data and information to develop marketing strategy and concepts, as well as design, plan and implement marketing projects and campaigns in a range of business contexts.

CLO 6 - Apply technical and professional proficiencies that are necessary to operate ethically and efficiently in marketing contexts.

CLO 7 - Reflect on, assess and manage ongoing development of own lifelong learning capabilities and future development needs.

Bachelor of Business (Entrepreneurship)

CLO 1 - Critically evaluate relevant fundamental business theory in relation to developing best practice entrepreneurship approaches.

CLO 2 - Demonstrate the ability to apply knowledge and develop relevant analytical frameworks and techniques.

CLO 3 - Analyse, evaluate and critique the evolving entrepreneurship landscape to identify opportunities for enterprise and innovation.

CLO 4 - Collaborate with a variety of stakeholders where the problem and its solution are often complex.

CLO 5 - Analyse appropriate data and information to develop entrepreneur ventures or ideas, as well as design, plan and complete projects in a range of business contexts.

CLO 6 - Apply technical and professional proficiencies that are necessary to operate ethically and efficiently in entrepreneurship.

CLO 7 - Reflect on, assess and manage ongoing development of own lifelong learning capabilities and future development needs.

Threshold Learning Outcomes (Marketing)

Social responsibility - Evaluate relevant ethical and legal considerations in an impartial way for routine marketing tasks.

Analysis - Obtain, analyse and interpret data relevant to making evidence-based decisions for routine marketing tasks in straightforward contexts.

Knowledge - Critically apply a broad and coherent knowledge of foundational marketing theories, concepts, practical principles and processes.

Judgement - Exercise judgement to recommend appropriate solutions for routine marketing tasks in straightforward contexts.

Communication - Effectively communicate straightforward marketing ideas in selected personal and group contexts.

Subject details

Subject Learning Outcomes

On successful completion of this subject you will be able to:

- a) Discuss the written, verbal, listening and non-verbal communication skills in academic, professional and intercultural settings.
- b) Outline the critical thinking and academic research skills required to make informed decisions.
- c) Define the principles and practice of effective presentations and public speaking.
- d) Explain the importance of working collaboratively and effective teamwork.
- e) Build a professional physical and online profile that showcases your knowledge, skills and attributes.
- f) Identify how to develop resilience and emotional intelligence.

Prescribed texts and recommended reading

Dwyer, J 2019, *Business and the professions: Strategies and skills*, 7th edn., Pearson Education.

Textbooks:

Cenere, P, Gill, R, Lawson, C & Lewis, M 2019, *Communication skills for business professionals*, 2nd edn., Cambridge University Press.

Hopkins, D 2018, *Academic communication skills handbook*, Sage Publications.

Brick, J 2016, *Academic culture: A student's guide to studying at university*, 3rd edn., Macmillan Education.

McLean, S 2010, *Business communications for success*, Flat World Knowledge Inc.

Perlitz, L 2015 *Professional business skills*, 3rd edn., Cengage.

Carroll, D 2014, *Skills for academic and career success*, Pearson.

Journals:

Academy of Management Journal

Academy of Management Review

Business Communication Quarterly

Business Week

Harvard Business Review

Human Resource Management Journal

Journal of Organizational Culture, Communications and Conflict

Websites:

The Balance Careers n.d., The balance careers, Dotdash publishing family, <https://www.thebalancecareers.com/>

Skills you need 2017, *Skills you need*, SkillsYouNeed, <https://www.skillsyouneed.com/ls/>

TEDTalks n.d, *TED*, TED Conferences, www.ted.com

Seek n.d., SEEK, www.seek.com.au

ABC News n.d., NEWS, ABC News, www.abc.net.au/news

LinkedIn n.d., *Linkedin*, LinkedIn, www.linkedin.com

Library services

Library services can be found via the IHEA Library and provides access to many resources which you will need to complete your studies whilst a student at ICHM. The professional library staff are very helpful and skilled in showing you how to find resources online. You can access our library via the i-campus.

Support information

For additional information relating to ICHM and your course, please refer to ICHM student handbook and Policies and Procedures on the i-campus. Key contacts for the ICHM support team are:

Alex McGee – ICHM Learning Advisor

Email: amcgee@ichm.edu.au

Phone: 61 8 8228 3652

Renata Wilson – Senior Student Counsellor and Wellbeing Advisor

Email: rwilson@ichm.edu.au

Phone: 0419822753

Reasonable Adjustment

Reasonable adjustments may be made to accommodate a student with a disability and reduce the impact of a disability on a student's academic success.

Adjustments may include modifications to the learning environment, teaching method, or assessment conditions to increase the participation of a student without compromising the academic standard or the inherent course requirements.

ICHM does not restrict enrolment on the basis of disability or discriminate against students with a disability. However, ICHM may deny entry based upon reasonable belief of a student's inability to successfully complete the course, based upon potential limitations applied by the disability, and restricted participation within course requirements.

Please refer to the Reasonable Adjustment policy for further information.

If your disability or special circumstance requires the provision of a reasonable adjustment for this subject, please seek advice at the commencement of your subject from the Program Director Academic or Student Support.

Kellie Lumsden

Program Director Academic

klumsden@ichm.edu.au

Alex McGee

ICHM Learning Advisor

amcgee@ichm.edu.au

Student conduct

ICHM seeks to prepare students to meet or exceed the demands and expectations of industry. The highest standards of courtesy and professionalism by staff and students in all aspects of study at ICHM are expected. ICHM students are expected to conduct themselves in a manner which does not impair the functioning of the College and the reasonable freedom of other persons to pursue their studies, research, duties or lawful activities of the College or to participate in the life of the College and to observe the ICHM Student Code of Behaviour. An ICHM student who does not conduct themselves in such a manner may be reported for misconduct under this Personal Conduct Policy.

Definitions of misconduct can be found in the Personal Conduct policy.

In addition, ICHM is committed to ensuring all students are communicated within a reliable, timely, effective, and efficient manner. Students should consider their etiquette, written communication, and verbal communication in accordance with the ICHM personal conduct policy and ICHM communications policy.

Study requirements

It is strongly recommended that you attend and actively participate in all your scheduled seminars and consultation sessions. If unexpected events prevent you from attending your scheduled seminar or consultation session, you can access the recordings via the LMS and by speaking to your lecturer to ensure you have not missed anything important.

Each week, you should read through the subject content and resources, engage with the learning tasks, attend and participate in seminars, and review your understanding of the weekly materials.

Please contact your lecturer for any help you may need with the subject. Please remember to utilise the ICHM student services to assist with any study matters.

Subject requirements

Pass/fail requirements

In order to pass this subject, you must:

- achieve a minimum overall score of 50% for the subject

Refer to Assessment Policy for further information on the pass/fail requirements.

Academic integrity and honesty

Academic Integrity refers to upholding ethical standards in all aspects of learning, teaching, and research at ICHM. All staff and students of ICHM are expected to engage in their scholarly and research endeavours in a responsible and ethical way so that they uphold the virtues of honesty, fairness, trust, respect and responsibility. To this end, all staff and students are required to undertake their own work and ensure that the use of other people's ideas and writing are duly acknowledged.

Contract cheating refers to a form of collusion whereby a student either outsources or asks someone else to produce an academic assessment piece on the student's behalf. Contract cheating is a serious form of academic dishonesty and is a breach of the Academic and Research Integrity policy.

Please familiarise yourself with the ICHM the Academic & Research Integrity policy.

Assessment cover page

- Your assessment submissions must be accompanied by a completed assessment cover page. The cover page should include: Full Name (including all other names if the Assessment is for group work)
- 4 digit ID number
- Title of Assessment
- Word count

Assessment presentation

Your assessments must comply with the assessment format and item table requirements. You can find these under each Assessment Outline.

The Lecturer PowerPoint slides must not be cited as a reference in any type of Assessment. However, the references provided in the Powerpoint slides can be used.

In this subject, assignments may contain a maximum of 5% direct quotation and 20% paraphrasing from references. Assignments that are excessively reproductive and unoriginal will not be assessed and may receive a grade of 0%.

All students are required to follow the version of the CDU Harvard Referencing System as outlined by your lecturer.

All referencing will be in accordance with the Harvard Author Date (CDU) style, which is available at: https://libguides.cdu.edu.au/ld.php?content_id=40338940

Resulting

The below grade descriptors will be used to guide the allocation of your marks for this subject.

Grade	Mark/Grade Point	Definition
HD	85% - 100% Grade Point: 7.0	Evidence that the student has demonstrated outstanding performance on all learning outcomes including considerable additional work in wider areas relevant to the topic and has demonstrated the acquisition of an advanced knowledge/ understanding required for meeting the learning outcomes at the highest level. The student would normally have consistently demonstrated a high level of proficiency at applying a range of major academic debates, approaches, methodologies and conceptual tools and combining knowledge of the subject with original creative thinking.
D	75% - 84.9% Grade Point: 6.0	Evidence that the student has demonstrated a high level of performance on all learning outcomes including considerable additional work in wider areas relevant to the topic and has demonstrated advanced knowledge/ understanding required for meeting the learning outcomes. The student would normally have attained an advanced knowledge of matter beyond that contained in set texts or reading materials and have demonstrated a broad familiarity with the ability to apply a range of major academic debates, approaches, methodologies and conceptual tools.
C	65% - 74.9% Grade Point: 5.0	Evidence that the student has demonstrated a high level of performance on all learning outcomes or an outstanding performance on the majority including additional work in wider areas relevant to the topic and has demonstrated a sound level of knowledge/ understanding required for meeting the learning outcomes. The student would normally have attained a sound knowledge of matter contained in set texts and demonstrated familiarity with the ability to apply a range of major academic debates, approaches, methodologies and conceptual tools.
P1	55% - 64.9% Grade Point: 4.5	Evidence that the student has demonstrated a satisfactory performance on all learning outcomes, or high performance on some learning outcomes that compensates for unsatisfactory performance on others, resulting in an overall satisfactory performance. The student should have demonstrated an adequate knowledge of set texts/readings and demonstrated familiarity with major academic debates, approaches, methodologies and conceptual tools.
P2	50% - 54.9% Grade Point: 4.0	Evidence that the student has demonstrated a satisfactory performance on the majority of learning outcomes. The student should demonstrate an adequate knowledge of set texts/readings and demonstrated familiarity with major academic debates, approaches, methodologies and conceptual tools.
F1	45% - 49.9% Grade Point: 1.5	Evidence that the student has demonstrated unsatisfactory performance on a number of learning outcomes.
F2	00% - 44.9% Grade Point: 1.0	Evidence that the student has demonstrated unsatisfactory performance on the majority of learning outcomes.

Appealing a grade

Students have the ability to discuss individual assignment results with their lecturers. If the student has a concern which is not resolved by the subject lecturer, they can submit an appeal to the Academic Committee. The student must submit the appeal within two weeks of being advised of the final grade. A written submission to the Academic Committee via the [Academic Committee email](#). It is highly advantageous that the student provide evidence to support the appeal. The Academic Committee shall review and approve student results, hear and determine student appeals and relevant student applications for extensions and for supplementary assessments. The Academic Committee shall recommend final grades to the Academic Board. The student may choose to attend the Academic Committee meeting. If the student is not satisfied with the decision of the Academic Committee, they can appeal the decision in line with the Academic Grievance Policy.

Further Assessment Information

Submission dates and extensions

Failure to submit work by the nominated “due time and date” will result in a penalty of 5% of the total available mark for each and every day beyond the due time and date. An extension on the due time and date for an assignment or report may be granted by the subject lecturer for a period of up to two weeks. Written application on the appropriate ‘Extension Request’ form must be made a minimum of 5 days prior to the due date of the assessment, at which point a draft copy of work commenced must be presented to the subject lecturer.

All ICHM students are provided with access to their own dedicated ‘OneDrive’ account. It is the student’s responsibility to use this account to save and backup all written assessment work. Requests for extensions due to the loss of work based upon failing to use OneDrive will not be accepted.

If an extension greater than two weeks is required, an email request must be received by the Chair of the Academic Committee, Kellie Lumsden – Program Director Academic 5 days prior to the due date of the assessment, at which point a draft copy of work commenced must be presented.

If an extension is being sought based on medical grounds, the approved ICHM Medical Certificate form must be used to support this application.

If an extension is granted and the work is not submitted by the new, approved due time and date, a 0% will be recorded for the assessment point.

Supplementary Assessment

A subject lecturer may award a supplementary assessment where a student attains 45% to 49% in an assessment point. The supplementary assessment may be a resubmission of the original assessment piece. This supplementary assessment must be completed within 10 weekdays of the student being notified by the subject lecturer. Where a supplementary assessment has been awarded, the maximum mark achievable for the assessment point is 50%.

The Academic Committee may award a supplementary assessment when considering final results for subjects. Such supplementary assessments could be awarded on medical, compassionate, academic or other special considerations. Where a supplementary assessment has been awarded for the subject, the maximum mark achievable for the subject is 50%. A supplementary assessment must be submitted completed within 10 weekdays of the student being notified by the Academic Committee unless additional provisions have been made by the committee. Failure to submit by the revised due date will

result in a fail grade of the supplementary assessment. Failure of the supplementary assessment will result in a fail grade for the subject.

In the granting of a supplementary assessment the full range of grades may be available for situations involving medical, compassionate or special considerations. This must be approved by the Academic Committee.

Submitting assessments

It is the responsibility of all students to safeguard against all potential breaches of Academic and Research Integrity. Refer to the ICHM Learning Management System (LMS) for information on Assessment submissions. Your assessment will be run through Turnitin and in doing so, students are deemed to have declared that their assessment is entirely their own work upon submission. Furthermore, students are deemed to have declared that the work has not been previously submitted for a subject of the College, or any other educational institution.

Further information on submitting an assignment and checking for academic integrity using Turnitin can be found here <https://help.turnitin.com/feedback-studio/turnitin-website/student/student-category.htm>

Study Schedule

Trimester Overview

Week	Topic	Assessment
1	Engaging with information and academic research	
2	Critical thinking and analysis	
3	Effective academic writing – essays, reports, plans, literature reviews and self-reflections, paraphrasing, referencing and in-text citations	
4	Effective oral communication – presentations and public speaking	
5	Effective online communication – emails, online meetings, webinars and social media	Assessment 2 due
6	Your personal study skills: The keys to success	Assessment 1 part 1 due
7	Assessment feedback	
8	Career jumpstart: resume writing, job interview skills and career portfolio	Assessment 1 part 2 due
9	Creating a professional profile – physical and online	Assessment 3 due
10	Emotional intelligence and developing resilience	Assessment 1 part 3 due

11	Working collaboratively and developing your interpersonal skills	Assessment 1 part 4 due
12	Intercultural communication and nonverbal communication and listening skills	
13	Assessment feedback	Assessment 4 due

Assessment overview

Assessment tasks								
Type		Weight	When assessed	Subject Learning Outcomes	Course Learning Outcomes			Graduate Qualities
					BBUS	BBUS (MKT)	BBUS (ENT)	
1	4 x Online activities (Individual) 1000 equivalent words	20%	15/07/2022 29/07/2022 12/08/2022 19/08/2022	a & f	4, 5 & 7	4, 5 & 7	4, 5 & 7	1, 2, 3, 4 & 5
2	Argumentative Essay (Individual) 1000 words	25%	04/07/2022	a & b	3 & 4	3 & 4	3 & 4	1, 3, 4 & 5
3	Professional Profile Presentation (Individual) 1000 equivalent words	25%	14/08/2022	c & e	1, 4 & 6	1, 4 & 6	1, 4 & 6	1, 2, 4 & 5
4	Report Analysis (Group) 1500 words	30%	29/08/2022	a, b & d	2, 3 & 4	2, 3 & 4	2,3 & 4	1, 3, 4 & 5

Assessment 1 Outline

Assessment title: Four-part assessment	Assessment weighting: 20%
Assessment type: Online activities	Word limit: 1000 equivalent
<p>DUE DATE: Activity 1: 15/07/2022 Activity 2: 29/07/2022 Activity 3: 12/08/2022 Activity 4: 19/08/2022</p>	
<p>Assessment instruction</p>	
<p>Task: You are required to participate in four (4) online activities over the course of this subject. The assessment has four parts:</p> <p>Part 1: Reflection on topic (250 words equivalent) – Effective written communication is a core skill to develop as a student and as you enter your professional career.</p> <ul style="list-style-type: none"> • How have you developed your written communication skills? • What are the key challenges you are currently facing when communicating as a student? • How do you plan to overcome this challenge? <p>Reflect on any personal learning which explicitly corresponds with the subject material so far and consider how you may implement what you have learned into your academic life. You will need to reflect critically on your own learning. Post this reflection to the Assessment Forum.</p> <p>Part 2: Responding to reflection (250 words equivalent) – Your lecturer will allocate another student to you and you are required to respond to this peer’s reflections from Part 1, providing them with examples to help support your own learning as an extension to the topics covered. Respond to the reflection with further solutions and/or resource ideas. Post this response to the Assessment Forum.</p> <p>Part 3: Produce a Canva infographic/ poster (250 words equivalent) – Emotional intelligence and developing resilience are key strategies to consider as you enter a professional career. Design an infographic/ poster, focusing on either emotional intelligence or developing resilience. For example, you could design a poster that</p> <ul style="list-style-type: none"> • describes 5 ways to boost resilience at work <li style="text-align: center;">or • describes how to identify and manage emotions. <p>Post this infographic to the Assessment Forum.</p> <p>Part 4: Produce a short 3-4 minute video (250 words equivalent) - Provide your final thoughts on how you will continue to develop your emotional intelligence and resilience. You might ask yourself the questions</p> <ul style="list-style-type: none"> • What are my weaknesses and strengths in relation to the topic? • What else do I need to learn or find out in relation to the topic? • How will I continue to develop these skills? <p>Post this video to the Assessment Forum.</p>	

Assessment format

IMPORTANT: Each part of this assessment needs to be posted to the Assessment Forum by the due date. Failure to do so by the set time and date will result in 0% being recorded for this assessment task.

Feedback will be provided to encourage improvements for the final submission.

Formatting your online activities:

- Develop **your own title** for each part. For example – **Part 1 – My reflections**
- The responses **do not** have a set structure – you can determine the best format.
- Entries can use **tables, examples, links, videos or video recordings or other artefacts** you feel would best support your points.
- Write in **the first person** for the **entries** as well as **the responses. i.e., I believe, I think, We should**

Item	Required? Y/N	Word count inclusion? Y/N	Lecturer comment
Title Page	Y	N	Include name, student number and word count
Executive Summary	N/A	N/A	
Table of Contents	N/A	N/A	
Introduction	N	N	
Body	Y	Y	See the format requirements above
Conclusion	N	N	
Reference List	Y	N	List your references at the end of each activity.
Appendices	N	N/A	
Specific line spacing	N	N/A	
Specific margins	N	N/A	
Min/max references	Y	N	As a minimum two (2) references are expected for each part of this assessment.
Calibre of references	Y	N	References including journals, textbooks, government reports, industry association documents, specific websites and brochures.
Template in use	N	N/A	

Submission details:

Electronic copies of the assignment must be submitted by 23.59 on the due date. Do not 'E-mail' assignments, as they will not be accepted in this subject.

There are four (4) submission dates for this assessment and each part must be posted to the Assessment Forum on the LMS.

See the LMS on assessment submission instructions.

Assessment 1 Rubric

CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
Part 1 Reflection on topic 20%	<p>Inadequate reflections/critiques and statement of personal perspective. Incomplete description of how reflected challenges might be overcome.</p> <p>Ineffective use of personal examples.</p> <p>Failure to cover the necessary subject materials and poor understanding of the main concepts. Literature and terminology relating to academic and research skills are not adequately incorporated.</p>	<p>Personal reflections/critiques and perspective adequately stated. Limited growth in understanding of how reflected challenges might be overcome.</p> <p>Adequate use of personal examples.</p> <p>Gives a basic review of the subject materials and shows some understanding of the main concepts relating to academic and research skills. Literature and terminology are adequately incorporated.</p>	<p>Personal reflections/critiques and perspective soundly stated. Rudimentary growth in understanding of how reflected challenges might be overcome.</p> <p>Sound use of personal examples.</p> <p>Review of the subject materials is generally adequate, going beyond the main points. Displays a sound understanding of the main concepts, but with some ambiguity. Academic and research skills literature and terminology are effectively incorporated.</p>	<p>Personal reflections/critiques and perspective clearly stated. Substantial growth in understanding of how reflected challenges might be overcome.</p> <p>Detailed use of personal examples.</p> <p>A detailed review of the subject materials, suggesting a thorough understanding of the main concepts. Academic and research skills literature and terminology are effectively incorporated.</p>	<p>Personal reflections/critiques and perspective expertly stated. Comprehensive growth in understanding of how reflected challenges might be overcome.</p> <p>Extensive use of personal examples.</p> <p>An extensive and comprehensive review of the subject materials, which displays an excellent grasp on the main concepts. Academic and research skills literature and terminology are expertly incorporated.</p>
Part 2 Responding to reflection 20%	<p>Inadequate response to peers' reflections/critiques.</p> <p>Incomplete description of how further solutions and resource ideas might be improved.</p> <p>Failure to cover the necessary subject materials and poor understanding of the main concepts. Literature and terminology relating to academic and research skills are not adequately incorporated.</p>	<p>Limited response to peers' reflections/critiques.</p> <p>Partial description of how further solutions and resource ideas might be improved.</p> <p>Gives a basic review of the subject materials and shows some understanding of the main concepts relating to academic and research skills. Literature and terminology are adequately incorporated.</p>	<p>Sound response to peers' reflections/critiques.</p> <p>Adequate description of how further solutions and resource ideas might be improved.</p> <p>Review of the subject materials is generally adequate, going beyond the main points. Displays a sound understanding of the main concepts, but with some ambiguity. Academic and research skills literature and terminology are effectively incorporated.</p>	<p>Clear and detailed response to peers' reflections/critiques.</p> <p>Detailed description of how further solutions and resource ideas might be improved.</p> <p>A detailed review of the subject materials, suggesting a thorough understanding of the main concepts. Academic and research skills literature and terminology are effectively incorporated.</p>	<p>Comprehensive response to peers' reflections/critiques.</p> <p>Complete description of how further solutions and resource ideas might be improved.</p> <p>An extensive and comprehensive review of the subject materials, which displays an excellent grasp on the main concepts. Academic and research skills literature and terminology are expertly incorporated.</p>
Part 3 Canva infographic/ poster 20%	<p>The poster does not include any relevant graphics and there is no connection to the concepts of emotional intelligence and developing resilience. There is no sequence of information, and the poster does not include any relevant ideas.</p>	<p>Poster includes limited graphics which are unrelated to the concepts of emotional intelligence and developing resilience. There is a limited sequence of information with irrelevant ideas.</p>	<p>Poster includes adequate graphics which provide a cursory link to the concepts of emotional intelligence and developing resilience. There is an adequate sequence of information with limited ideas.</p>	<p>Poster includes a substantial use of graphics which have a meaningful link to the concepts of emotional intelligence and developing resilience. There is an effective sequence of information with relevant ideas.</p>	<p>Poster includes a comprehensive use of graphics with extensive links to the concepts of emotional intelligence and developing resilience. There is an extensive sequence of information with purposeful ideas.</p>

CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
Part 4 Video 20%	<p>Presentation is lacking in coherence and is missing the following elements: clear introduction, transitions, language use, and conclusion.</p> <p>Speaker does not demonstrate adequate knowledge of the subject. Presentation is not polished and is missing the following elements: enunciation, fluency in the delivery, ineffective pace, and eye contact. Does not adhere to the prescribed time limit.</p>	<p>Presentation is coherent however missing one or two of the following elements: clear introduction, transitions, language use, and conclusion. Speaker demonstrates adequate knowledge of the subject. Presentation is polished however missing one or more of the following elements: enunciates well, is fluent in the delivery, maintains an effective pace and eye contact. Does not run over allotted time. Overall professionalism meets industry standards.</p>	<p>Presentation is coherent, with clear introduction, transitions, language use, and conclusion; speaker demonstrates intimate knowledge of the subject. Presentation is polished, enunciates well, is fluent in the delivery, maintains an effective pace and eye contact, does not run over allotted time. Overall professionalism exceeds industry standards.</p>	<p>Presentation shows great clarity - explains ideas well, integrates with slides, clear introduction and conclusion, obvious transitions, no use of jargon, demonstrates knowledge of key points, responds well to questions. Presentation shows great style - clear enunciation, fluent delivery, well-paced, maintains eye contact, fits time requirement, clearly practiced. Overall professionalism exceeds industry standards.</p>	<p>Presentation shows exceptional clarity - explains ideas well, integrates with slides, clear introduction and conclusion, obvious transitions, no use of jargon, demonstrates knowledge of key points, responds well to questions. Presentation shows exceptional style - clear enunciation, fluent delivery, well-paced, maintains eye contact, fits time requirement, clearly practiced. Overall professionalism exceeds industry standards.</p>
Referencing 20%	Inadequate referencing.	References are from a diverse cross section of research containing the minimum required references.		References are from a diverse cross section of research exceeding the minimum requirements.	

Assessment 2 Outline

Assessment title: Contract Cheating	Assessment weighting: 25%
Assessment type: Argumentative Essay	Word limit: 1000 words
DUE DATE: 4/07/2022	
Assessment instruction	
<p style="text-align: center;"><i>Contract Cheating – It's ok to cheat as long as you don't get caught.</i></p> <p>You are to write an essay on the above statement and give concrete justification for your response.</p> <p>The essay must include the following areas:</p> <p>Introduction</p> <ul style="list-style-type: none">• Brief introduction on the concept of contract cheating and your viewpoint on the above statement <p>Body</p> <ul style="list-style-type: none">• Definition of contract cheating• Justify your position on the statement and support this with your research• Provide evidence and information to support your analysis <p>Conclusion</p> <ul style="list-style-type: none">• Summary of key points• Provide any implications for your justification <p>Reference list</p> <ul style="list-style-type: none">• CDU Harvard Referencing	

Assessment format

Essay format with CDU Harvard (Author Date) style referencing.

Item	Required? Y/N	Word count inclusion? Y/N	Lecturer comment
Title Page	Y	N	
Executive Summary	N	N	
Table of Contents	N	N	
Introduction	Y	Y	
Body	Y	Y	
Conclusion	Y	Y	
Reference List	Y	N	
Appendices	N	N	
Specific line spacing	N	N	
Specific margins	N	N	
Min/max references	Y	N	Minimum 6 references
Calibre of references	Y	N/A	References including journals, textbooks, government reports, industry association documents, specific websites and brochures.
Template in use	N	N	

Submission details:

Electronic copies of the assignment must be submitted by 23.59 on the due date. Do not 'E-mail' assignments, as they will not be accepted in this subject.

See the LMS on assessment submission instructions.

Assessment 2 Rubric

CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
Knowledge and understanding of concepts 35%	Inadequate responses demonstrating inconsistent and irrelevant thoughts. Inappropriate analysis of examples and theory provided.	Adequate responses representing straight forward thinking. Appropriate analysis of examples and theory provided.	Effective responses and some significant analysis of examples and theory provided.	Very effective responses with insightful and significant analysis of examples and theory provided.	Excellent and insightful responses with critically significant analysis of pertinent examples and theory provided.
Research & Data 30%	Failure to demonstrate the ability to research and discuss the literature. Inadequate use of industry terminology. Inappropriate resources used and lacking justification of decisions.	Demonstrated a capacity to research and describe the literature, but not all key information was identified/ understood. Some industry terminology incorporated. Some appropriate resources used to justify decisions.	Demonstrated clear research and discussion of the literature. Industry terminology adequately incorporated. Appropriate research demonstrated, and resources used to justify decisions.	Demonstrated good research and discussion of the literature. Industry terminology adequately incorporated. Very effective research techniques demonstrated, and sound resources used to justify decisions.	Demonstrated extensive and comprehensive research and discussion of the literature. Industry terminology expertly incorporated. Advanced research techniques demonstrated, and sound resources used to justify decisions.
Organisation 20%	No organisation or logic with irrelevant details and examples provided. No clear introduction and conclusion.	Disorganised and lacking logic with only a few relevant details and examples provided. Adequate introduction stating the basic topics of the paper. Conclusion lacks relevance and is not supportive.	Organised with evidence of some logic and connection to relevant details and examples. Effectively introduces the main topic and provides an overview of the paper. Conclusion provides some relevance but is not supportive.	Very organised with evidence of logical thought and effective connection to relevant details and examples. Very effectively introduces the main topic and provides an overview of the paper. Conclusion is relevant and supportive.	Excellent organisation with strong evidence of logical thought and very effective connection to relevant details and examples. Excellent introduction stating the main topic, providing a thorough overview of the paper. Conclusion effectively summarises the key elements of the paper and is relevant and supportive.
Communication & Referencing 15%	Spelling and/or grammar is consistently incorrect. CDU Harvard in-text reference and/or reference list is often incorrect. Failure to meet the minimum referencing requirements.	Mostly correct spelling and grammar are used throughout, with minor errors and occasional major errors. Mostly correct in-text referencing and reference list, with minor errors. Meets the minimum referencing requirements. A minimum of 6 relevant references (includes minimum use of 2 peer-reviewed articles).		Correct grammar and spelling are used throughout. CDU Harvard in-text referencing and the resultant reference list are correct, with only the occasional minor errors. Exceeds the minimum referencing requirements with at least 6 relevant references (includes minimum use of 2 peer-reviewed articles).	

Assessment 3 Outline

Assessment title: Video Presentation	Assessment weighting: 25%
Assessment type: Professional Profile Presentation	Word limit: 1000 equivalent words
DUE DATE: 14/08/2022	
Assessment instruction	
<p>Your manager has asked you to present a video presentation to your peers relating to the development of a professional profile. It is up to you whether you focus on a physical profile (resume) or a digital profile (LinkedIn).</p> <p>Prepare the video presentation and describe the key aspects of a professional profile that should be included as well as reflecting on the challenges you might encounter in developing and maintaining a professional profile.</p> <p>Video presentation content:</p> <ul style="list-style-type: none"> • Discuss the importance of developing and maintaining a professional profile. You should choose to focus your analysis on either a physical or digital profile. • Reflect on your experience in the development of your own profile using the following as a guideline: <ul style="list-style-type: none"> ○ Describe your approach in developing your profile. ○ Evaluate what was good and what was challenging about the situation ○ What would you do differently next time? • Discuss how your example showcases your knowledge, skills and attributes. • Provide a reference list with the resources used throughout your video presentation. • Slides can be included to enhance your video presentation. 	

Assessment format
<ul style="list-style-type: none"> • Your video must be a recording of yourself in professional attire. • Your video must be between 5-7 minutes long. You can film yourself in one shot or edit your footage in post-production. • You can use recording tools such as Skype, Teams, phone or other recording programs on your laptop/computer. • You are required to submit a copy of your video and reference list (see LMS). • It is recommended that you use a script to plan and complete your video presentation. <p>Please be mindful that you may need to practise and record several versions until you are happy that your presentation is articulate and professional. Please keep track of your time management and planning for this task.</p>

Item	Required? Y/N	Word count inclusion? Y/N	Lecturer comment
Title Page	Y	N	Include in submission of reference list
Executive Summary	N/A	N/A	
Table of Contents	N/A	N/A	
Introduction	N/A	N/A	
Body	N/A	N/A	
Conclusion	N/A	N/A	
Reference List	Y	N	
Appendices	N/A	N/A	
Specific line spacing	N/A	N/A	
Specific margins	N/A	N/A	
Min/max references	Y	N	Minimum 6 references
Calibre of references	Y	N	Academic journals, books, hotel websites, online videos such as Ted Talks
Template in use	N	N	

Submission details:

Electronic copies of the assignment must be submitted by 23.59 on the due date. Do not 'E-mail' assignments, as they will not be accepted in this subject.

See the LMS on assessment submission instructions.

Assessment 3 Rubric

CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
Communication & Presentation Skills 35%	<p>Presentation is lacking in coherence. Presentation is not polished. Does not adhere to the prescribed time limit. Ineffective structure with poor punctuation, spelling and/or grammar.</p> <p>The presenter is not adequately groomed, which has affected the quality of the presentation. The video does not show thought has been placed on the background and filming location.</p>	<p>Presentation is coherent for the most part; however, missing one or two of the following elements: clear introduction, transitions, language use, and conclusion.</p> <p>Speaker demonstrates adequate knowledge of the subject.</p> <p>Presentation is polished for the most part; however, missing one or more of the following elements: speaker uses sentences, enunciates well, is fluent in the delivery, maintains a sufficient pace and eye contact.</p> <p>Adequate structure with occasional punctuation, spelling and grammatical errors. Does not run over allotted time. The presenter is groomed but further attention to detail is required.</p> <p>The video demonstrates that some thought has been placed on the background and filming location, but further work is required.</p>	<p>Presentation is coherent, with clear introduction, transitions, language use, and conclusion; speaker demonstrates intimate knowledge of the subject.</p> <p>Presentation is polished, speaker uses sentences, enunciates well, is fluent in the delivery, maintains an effective pace and eye contact, does not run over allotted time. Accurate use of punctuation, spelling and grammar. The presenter is groomed and has developed a good presentation with attention placed into the video (i.e. background, filming location etc).</p>	<p>Presentation shows great clarity - explains ideas well, integrates with slides, clear introduction and conclusion, obvious transitions, no use of jargon, demonstrates knowledge of key points.</p> <p>Presentation shows great style - speaks in sentences, clear enunciation, fluent delivery, well-paced, maintains eye contact, fits time requirement, clearly practised. Very good use of punctuation, spelling and grammar. The presenter is well groomed and has developed an excellent presentation with attention placed into the video (i.e. background, filming location etc).</p>	<p>Presentation shows exceptional clarity - explains ideas well, integrates with slides, clear introduction and conclusion, obvious transitions, no use of jargon, demonstrates knowledge of key points. Presentation shows exceptional style - speaks in sentences, clear enunciation, fluent delivery, well-paced, maintains eye contact, fits time requirement, clearly practised.</p> <p>The presenter is highly groomed and has developed an exceptional presentation with considerable attention placed into the video (i.e. background, filming location etc).</p>
Content of Presentation 35%	<p>Incomplete and/or not helpful explanations with little or no indication of interaction among communication theory; presents researched information without analysis (e.g. drawing conclusions, making comparisons, connections and inferences).</p>	<p>Explanations are complete and helpful but include little or no interaction among communication theory or explanations are not quite as complete or helpful. There is an indication of interaction between experiences and theory; some conclusions drawn but obvious ones missed.</p>	<p>Explanations of communication theory are complete and helpful and indicate how the theory interacts with examples for a successful outcome; conclusions are drawn, connections and inferences are made effectively.</p>	<p>Effective use of information, inclusive of complete explanations on communication theory; connections between theory and examples are made, inferences drawn and are well thought out. Convergence amongst resources sound.</p>	<p>Substantive use of information inclusive of complete, helpful explanations on communication theory; connections between theory and examples are made, inferences drawn and are judiciously researched. Convergence amongst resources evident.</p>

CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
Research 20%	Quality of information is unreliable and/or inaccurate; resources are not valid. Resources are irrelevant to the chosen communication topic. Inadequate formatting and referencing.	Quality of information is mostly accurate with only a few minor errors; one resource may be questionable; however, overall resources are good but not varied enough. A portion of resources are relevant to the communication topic. Adequate formatting and referencing.	Quality of information is accurate; resources are legitimate; resources are varied when appropriate. Resources are presented in a timely manner. Majority of resources are relevant to the communication topic. Formatting and referencing appropriate.	Quality of information is significant and accurate; resources are varied when appropriate. Resources are relevant and presented in a timely manner. Very good formatting and referencing.	Quality of information is extensive and accurate; resources are validated and varied when appropriate. All resources are relevant and presented in a timely manner. Excellent referencing and formatting.
Referencing 10%	CDU Harvard in-text reference and/or reference list is often incorrect. Failure to meet the minimum referencing requirements.	Meets the minimum referencing requirements. A minimum of 6 relevant references (includes minimum use of 2 peer-reviewed articles).		Exceeds the minimum referencing requirements with at least 6 relevant references (includes minimum use of 2 peer-reviewed articles).	

Assessment 4 Outline

Assessment title: Professional Report	Assessment weighting: 30%
Assessment type: Report Analysis	Word limit: 1500 words
DUE DATE: 29/08/2022	
Assessment instruction	
<p>Using the concepts learnt in this subject, review and reflect on the course to produce a professional report. This report could be presented to the Board to order to provide feedback and updates to the current course.</p> <p>Work in groups of four (assigned by the course lecturer) to examine published literature (i.e. Study Guide, lecture materials) on this course and measure this against expectations and experiences, using written feedback from the lecturer on your individual progress across assignments both in and outside class.</p> <p>The report must follow templates used in class to include:</p> <ul style="list-style-type: none">• Executive Summary• Introduction (authorisation, purpose, scope and limitations)• Body• Conclusion• Recommendations• List of references• Appendices <p>A group contract must be completed and a mandatory meeting with learning support to review progress is required for each individual member of the group.</p>	

Assessment format
<p>This is a reflection on your course participation and engagement, with reference to the theory and practice of your academic skills.</p> <p>The report should include responses to, and reflections on, the following:</p> <ul style="list-style-type: none">• What teaching styles and assessments were used and how did these address course requirements and learning outcomes?• How well did the members in the group adapt and respond to these?• What factors affected the quality of your work individually?• What methods did you apply to present your main points in your written and oral communication? Were these effective or not effective?• How did you use data or statistics in assessments? Were these effective or not effective?

- **What areas** do members of the group need to improve to **increase the quality** of your academic performance?
- How did you apply **academic integrity** (referencing/ plagiarism/ contract cheating) in your work?

This is an academic assessment and should include references to theory and concepts completed within the classroom where applicable.

Item	Required? Y/N	Word count inclusion? Y/N	Lecturer comment
Title Page	Y	N	
Executive Summary	Y	N	
Table of Contents	Y	N	
Introduction	Y	Y	
Body	Y	Y	
Conclusion	Y	Y	
Reference List	Y	N	
Appendices	Y	N	
Specific line spacing	N	N	
Specific margins	N	N	
Min/max references	Y	N	A minimum of 8 references is required.
Calibre of references	Y	N	Academic journals, books, websites, online videos such as Ted Talks
Template in use	Y	N	A report template will be provided by the lecturer. Group contact provided on the LMS

Submission details:

Electronic copies of the assignment must be submitted by 23.59 on the due date. Do not 'E-mail' assignments, as they will not be accepted in this subject.

See the LMS on assessment submission instructions.

Assessment 4 Rubric

CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
REPORT (65%)					
Overall content How well the report reviews the course. 15%	Incomplete and/or not helpful explanations with little or no indication of interaction among communication theory; presents researched information without analysis (e.g. drawing conclusions, making comparisons, connections and inferences).	Explanations are complete and helpful but include little or no interaction among communication theory or explanations are not quite as complete or helpful. There is an indication of interaction between experiences and theory; some conclusions drawn but obvious ones missed.	Explanations of theory are complete and helpful and indicate how the theory interacts with examples for a successful outcome; conclusions are drawn, connections and inferences are made effectively.	Effective use of information, inclusive of complete explanations of theory. Connections between theory and examples are made, inferences drawn and are well thought out. Convergence amongst resources is very good.	Substantive use of information inclusive of complete, helpful explanations of theory; connections between theory and examples are made, inferences drawn and are judiciously researched. Convergence amongst resources is excellent.
Depth of reflection How well topics are reviewed to demonstrate the knowledge and understanding of academic and research skills. 15%	Failure to cover the necessary topics and poor understanding of the main concepts. Literature and terminology relating to academic and research skills are not adequately incorporated.	Gives a basic review of the topics and shows some understanding of the main concepts relating to academic and research skills. Literature and terminology are adequately incorporated.	Review of the topics is generally adequate, going beyond the main points. Displays a sound understanding of the main concepts, but with some ambiguity. Academic and research skills literature and terminology are effectively incorporated.	A detailed review of the topics, suggesting a thorough understanding of the main concepts. Academic and research skills literature and terminology are effectively incorporated.	An extensive and comprehensive review of the topics, which displays an excellent grasp on the main concepts. Academic and research skills literature and terminology are expertly incorporated.
Research and support How well were examples and evidence used to support the information? 15%	Quality of information is unreliable and/ or inaccurate in explaining the key concepts. Inadequate ability to research appropriate sources shown. Provides little evidence to support the main ideas. Examples used are not applicable to, or do not provide support to the assignment. The calibre of your research is below expectation.	Fair quality of information is used to explain the key concept, with a portion of the information demonstrating poor quality. An adequate amount of research shown in the paper. Adequate examples are used to support the main points presented. The calibre of research is basic but meets expectation.	Quality information is used to explain key concepts. Sound research shown in the assignment beyond the basic requirements. Relevant examples are provided to support your ideas. A variety of sources and examples were used to build and support your ideas. A level of academic rigour was displayed.	Effective and quality information is significantly used to explain key concepts. The assignment was clearly developed to a high level. The research has been developed beyond the set texts or reading materials. Examples provided show a depth of understanding surpassing the basic concepts. Examples used were relevant. It provides strong evidence to support ideas. A high-level of academic rigour is displayed.	Substantive and high-quality information is extensively used to explain key concepts. The assignment demonstrates that considerable additional work was undertaken. Student has clearly completed a judicious level of research. The ideas were presented in an astute manner. Excellent examples and evidence were provided to support discussion throughout the assignment. Persuasive examples and reasons make this very insightful.

CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
Writing style and expression How well the assignment was presented and written. 10%	Ineffective expression with poor punctuation, spelling and/or grammar. Ineffective structure where sections are not clearly organised. The assessment is generally incoherent and difficult to read.	Adequate expression with some punctuation, spelling and grammatical errors. Basic structure set out.	Effective expression and evidence of logical thought. Accurate use of punctuation, spelling and grammar with occasional errors. Structure generally developed.	Very sound expression. Writing style is well developed. Very good use of punctuation, spelling and grammar. Well-structured sentence and paragraph lengths consistently used throughout the assignment.	Outstanding expression and a clear, concise writing style. Excellent use of punctuation, spelling and grammar. Carefully considered sentence structure and paragraph lengths consistently used throughout the assignment. It develops on the main points and supports superior legibility/ flow throughout the assignment.
Referencing How well references have been used and formatted 10%	Inadequate and/or incorrect referencing. The lack of referencing or inconsistencies displayed do not meet the academic requirements.	Adequate referencing, with some formatting errors.	References generally formatted well.	Sound referencing. Referencing format applied very well throughout the report.	Excellent referencing. Correct and consistent use of the CDU Harvard Referencing Style.
GROUP PROCESSES (35%)					
Group Contract 5%	Failure to negotiate and complete the group contract as a team with the details of responsibilities and duties.	Negotiated and completed the group contract as a team but failed to clearly identify all the responsibilities and duties of each team member.	Negotiated and completed the group contract as a team, but with ambiguity about the responsibilities and duties of each team member.	Negotiated and completed the group contract as a team, detailing the responsibilities and duties of each group member.	Excellent negotiation and completed the group contract as a team, detailing the responsibilities and duties of each group member. Each member's strengths and weaknesses were considered.
Self-Reflection 10%	Failure to articulate what worked well and why, what did not work well and why, and ways to increase the effectiveness and efficiency of the group process in the future. Does not relate self-reflection to personal learning outcomes at all.	Soundly articulates what worked well and why, what did not work well and why, and ways to increase the effectiveness and efficiency of the group process in the future. Does not clearly relate self-reflection to personal learning outcomes.	Clearly articulates what worked well and why, what did not work well and why, and ways to increase the effectiveness and efficiency of the group process in the future, considering self as well as others. Relates self-reflection to personal learning outcomes	Accurately articulates what worked well and why, what did not work well and why, and ways to increase the effectiveness and efficiency of the group process in the future, considering self as well as others. Relates self-reflection to personal learning outcomes and potential industry implications.	Expertly articulates what worked well and why, what did not work well and why, and ways to increase the effectiveness and efficiency of the group process in the future, considering self as well as others. Relates self-reflection to personal learning outcomes and potential industry implications.

CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
Peer-evaluation & Feedback 10%	The student did not consider the needs of peers and failed to demonstrate professionalism. The student failed to provide relevant feedback.	The student mostly anticipated the needs of peers and demonstrated professionalism. The student provided feedback but the language could be more constructive.	The student often anticipated the needs of peers and demonstrated professionalism. The student provided constructive feedback.	The student anticipated the needs of peers and demonstrated professionalism. The student provided detailed and constructive feedback.	The student anticipated the needs of peers and demonstrated professionalism. at all times. The student provided valuable, insightful and highly constructive feedback.
Performance 10%	This student did not demonstrate collaboration, engagement and negotiation skills with either teaching staff or peers inside and outside the classroom. The student did not consider the needs of peers and failed to demonstrate professionalism. The student's overall performance did not meet the expectations of the team, and the overall performance was poor.	This student demonstrated adequate collaboration, engagement and negotiation skills with both teaching staff and peers inside and outside the classroom. The student mostly anticipated the needs of peers and demonstrated professionalism. The student did not always meet the expectations of the team, and overall performance can be improved.	This student demonstrated suitable collaboration, engagement and negotiation skills with both teaching staff and peers inside and outside the classroom. The student often anticipated the needs of peers and demonstrated professionalism. The student added value to the team, but the overall performance can be improved.	This student demonstrated effective collaboration, engagement and negotiation skills with both teaching staff and peers inside and outside the classroom. The student anticipated the needs of peers and demonstrated professionalism. Overall, the student added value to the team.	This student demonstrated excellent collaboration, engagement and negotiation skills with both teaching staff and peers inside and outside the classroom. The student anticipated the needs of peers and demonstrated professionalism at all times. Overall, the student was a valuable member of the team.