**  
EMPLOYABILITY ASSESSMENT TOOLKIT**

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| **Task:** | Reflection on Employability Skills |
| **Task type:** | Reflective Essay |
| **Value:** | 15% |
| **Length:** | 1000-1500 words |
| **Level:** | Transition out/ Capstone |

# Task Objectives:

* Reflect critically on formal skills and knowledge development, and align this learning to future workplace needs (reflection; communication; self-management)

Task Rationale:It is important to think about and reflect on your learning experiences, the development of your transferable skills, and your overall ‘employability’. This helps you connect your formal learning experiences to the skills and attributes that are important in the workplace

# Task Description:

For this task you need to write a ***1000 - 1500 word critical reflection*** in which you **make links** between your **university learning, skill development at university** and your **life experiences** with the **attributes you will need to be successful in the workplace**.

In your reflection you must:

**1.** Research relevant literature, including readings provided in this course, to **identify** the skills that are *valued by employers of STEM graduates* in diverse industries and contexts, *now and in the future*.

**2**.       **Reflect** on how your *approach to learning* has changed throughout your degree and **comment on** how this will be relevant to you in the workplace (use your research from step 1 to inform your opinion here).

**3**.       **Reflect** on **4-6 key transferable skills** you have developed throughout your degree and **comment on** how each of these skills will be useful to you in the workplace. **Your reflection must include specific evidence for each skill**. Focus on the way your approach / knowledge / skill level has changed in these areas across the course of your degree, using evidence to justify your claims.  Use your research from step 1 to identify the key transferable skills you will focus on for this reflection. **Cite your references** to justify your choices.

# Additional information:

* Do this first – ‘Online Tutorial Reflective Journal’ (note a series of 5 tabs) at <https://emedia.rmit.edu.au/learninglab/content/writing-reflective-journal>
* You ***must*** use a recognised framework to structure and guide your reflection (STARL-P or DIEP are recommended)
* Formal essay style is not required for this task, though you should maintain a level of appropriate professionalism.

# Rubric:

|  | **Outstanding**  *A mark of 13 – 15 out of 15 will typically be awarded for a response that shows these things* | **Good**  *A mark of 10 - 12 out of 15 will typically be awarded for a response that shows these things* | **Minimum Standard**  *A mark of 7 - 9 out of 15 will typically be awarded for a response that shows these things* |
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| Experiences and Skills | Multiple relevant learning experiences are identified with advanced analysis of the connection between learning experiences and skills required in the workplace.  Analysis of transferable skills development across the course of the degree is comprehensive and insightful. Specific examples are provided to demonstrate skill development. | Relevant learning experiences are identified with good analysis of the connection between learning experiences and skills required in the workplace.  There is some analysis of transferable skill development across the course of the degree. Some examples are provided to demonstrate skill development. | Few learning experiences are identified with basic analysis of the connection between learning experiences and skills required in the workplace.  Brief analysis of transferable skill development across the course of the degree. Few examples are provided to demonstrate skill development. |
| Reflection | Analysis of approach to learning shows advanced evidence of reflection and is clearly aligned to ongoing goals for personal and professional development.  There is strong evidence to show that a reflective framework such as STARL-P or DIEP has been used to write reflection. Evidence includes, at a minimum, completion of all parts of the selected framework.  Connection to skill development / awareness of the workplace is clear. | Analysis of approach to learning shows good evidence of reflection and is clearly aligned to ongoing goals for personal and professional development.  There is evidence to show that a reflective framework such as STARL-P or DIEP has been used to write reflection but there might be some inaccuracies in the interpretation of some parts of the framework.  Connection to skill development / awareness of the workplace is mostly clear. | Analysis of approach to learning shows basic evidence of reflection and is clearly aligned to ongoing goals for personal and professional development. |
| Presentation | Writing is clear, concise, and well organised with excellent sentence/paragraph construction.  Thoughts are expressed in a coherent and logical manner.  Professional language is maintained throughout with no errors in spelling and grammar.  References are consistent with correct use of a recognised system of referencing. | Reflection is structured in a way that is easy to read using headings and paragraphs for example.  Professional language is maintained throughout with almost no errors in spelling and grammar.  References are consistent correct use of a recognised system of referencing. | Reflection is organised in paragraphs.  Professional language is maintained throughout with few errors in spelling and grammar.  References are mostly consistent with mostly correct use of a recognised system of referencing. |