Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Certificate of Higher Education in Employability Skills

LEVEL 4

Professional Career Development (BMSW4012)

Module Lead: Scott James

Email: scott.james@uwtsd.ac.uk

Resit Handbook (November 2026)

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**Certificate of Higher Education in Employability Skills**		
Module:	**Professional Career Development**		
Module code:	**BMSW4012**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Scott James**	**Internal Verifier:**	**Rhiannon Akers**
Assignment Title:	**Part 1 - Reflective Essay:** Reflection on career journey to date and future professional development **Part 2 - Job Interview Practical Task**	**Word count (or equivalent):**	**Part 1:** 1500 words individual reflection **Part 2:** 10 minutes interview practical task with supporting documents
Submission deadline:	**Part 1 – Reflective Essay** Friday 20th November 23.59PM 2026 **Part 2 – Job Interview Practical Task** Written Materials by Friday 20th November 23.59PM 2026 Interviews will take place on Friday 20th November 2026	**Return date of provisional marks & written feedback:**	**Part 1 – Reflective Essay** Friday 18th December 23.59 PM 2026 **Part 2 – Job Interview Practical Task** Friday 18th December 23.59 PM 2026
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark:** Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)
• Demonstrate the employability skills and knowledge needed for professional development. • Demonstrate readiness for employability and personal advancement through an understanding of personal strengths and areas for further development. • Establish employment goals and develop a personal action plan. • Critically evaluate recruitment and selection process.

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☐ No ☒
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

All students, irrespective of whether they have used AI or not, must include an acknowledgement of how/if they have used AI.

The wording of the acknowledgement is specific and needs to follow what is in the AI

Acknowledgement Guidance.

All students must keep copies of their drafts, notes and other resources.

The acknowledgement looks like this:

I acknowledge the use of [AI Tool] [(AI Tool url)] on [Date] to [Purpose my work].

I used the prompt(s):

- ***[Prompt]***
- ***[Prompt]***
- ***[Prompt]***

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

All student related guidance (included guides and videos) are available at:
Course: AI Learning Community | Home
AI Guidance | UWTSD Intranet
AI Guidance » Hub

TASK DESCRIPTION

Part 1: 1500 Word Reflective Essay

Reflection on career journey to date and future professional development

Professional career development is shaped by both past experience and future intention. Understanding your own career journey, strengths, and challenges is essential to making effective use of employability models and professional development tools.

This assessment requires you to produce a 1,500-word reflective essay (+/– 10%) using Gibbs' Reflective Cycle as a framework. You will reflect on your career journey to date and critically evaluate how the models and theories explored during the Professional Career Development module will inform your future professional development.

The focus of this assessment is on personal reflection and application, not explanation of theory. You are required to reflect on:

1. Your career journey so far (this may include education, employment, voluntary work, caring responsibilities, or periods of transition), and

2. How learning from the Professional Career Development module will shape your future career planning and professional behaviour

You must select **three models or theories that were taught and used in class** and demonstrate how these will be applied to your ongoing professional development.

Use of Gibbs' Reflective Cycle

Your essay must be structured using the stages of **Gibbs' Reflective Cycle**:

1. **Description**

Briefly outline your career journey to date and identify key experiences or turning points that are relevant to your professional development.

2. **Feelings**

Reflect on how you felt about your career progression at different stages. Consider confidence, motivation, uncertainty, or readiness for progression, particularly in relation to employability.

3. **Evaluation**

Evaluate what has worked well in your career development so far and what has been challenging. Link this to insights gained during classroom activities, discussions, or self-assessment tasks completed as part of the module.

4. **Analysis**

Analyse how the **three selected models or theories from the module** help you make sense of your past career experiences. You should not explain the models in detail, but instead show how they illuminate strengths, gaps, or patterns in your development.

5. **Conclusion**

Summarise what you have learned about yourself as a developing professional as a result of reflecting on your career journey and engagement with the module content.

6. **Action Plan**

Outline clear, realistic actions you will take going forward. This should demonstrate how you will use the models and tools learned in class to support your future academic, career, and professional development.

Classroom Learning and Learning Profiles

Your reflection must:

- Make explicit reference to activities, discussions, or tasks completed during taught sessions
- Demonstrate how your understanding developed through engagement with the module
- Include reflection on your learning profile(s) identified through in-class diagnostic activities and how this self-awareness will support your future development
- Adhere to the Microsoft Settings (Arial, 12, 1.5 line spacing and justified text). Your assignment should include a Cover Page and AI Acknowledgement.
- You should include a minimum of 8 references in Harvard Referencing style

Part 2: Practical Assessment – Job Interview

This assessment is designed to help you prepare for and experience a **realistic job application and interview process**. You will take part in a practical task, where you will apply for a fictitious job role and participate in a **10-minute interview** for that role.

Task Overview

Each student must create one job role.

For the job role you have created, you must prepare:

- A CV tailored to the job role
- A cover letter applying for the role

You must upload the required documents to Moodle by the deadline stated below.

Interview Component

You will take part in a **10-minute interview**, during which you will answer the following **seven questions in the order listed**.

1. Why are you interested in this role?
2. What do you know about our company?
   (For example: size, structure, values, mission, services or products)
3. In general, how do you deal with conflict?
4. What makes you a good candidate for this job?
5. What is your greatest achievement in your professional or personal life?
6. Give an example of a time when you showed initiative and took the lead.
7. Tell me about a time when you went above and beyond to get a task or job done.

Submission Requirements

You must upload **ONE document** to Moodle by:

Friday 23rd October 2026 23.59PM

Your document must include the following pages in order:

- **Page 1:** Job description
- **Page 2:** AI Acknowledgement
- **Page 3:** Cover letter applying for the job
- **Page 4:** CV tailored to the job

Assessment Guidance

- You must clearly demonstrate **at least two relevant hard skills** required for the role
- This assessment should be treated as a **real job interview**, including:
  - Professional behaviour
  - Appropriate dress code
  - Clear communication
- Your CV must be **fully aligned with the job description**
- Your personal statement should be **concise, relevant, and informative**
- Your cover letter must be:
  - A minimum of **half an A4 page**
  - A maximum of **one full A4 page**

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Reflection: *You should include a minimum of 8 references in Harvard Referencing style. These should be taken from appropriate journals, textbooks and reliable websites. A reference list should be provided using Harvard referencing convention, a suitable reference list and coherent in text citations.*

Interview: *You should research interview techniques in order to properly prepare for your interview.*

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

Reflection: *Demonstrate your knowledge of the relevant models and theories such as SWOT, SMART, Johari, Ikigai, PDP, Personality tests and Maslow`s hierarchy of needs by reflecting on them in your written work.*

Interview: *Demonstrate your knowledge and understanding of the recruitment process and interview process by ensuring provide enough relevant information to answer the questions.*

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Reflection: *Demonstrate an understanding of the models taught in class and explain how it has benefited you in your professional development and how have you implemented them where applicable.*

Interview: *Analyse own skills, qualifications and experience against a specific job selected and show linking.*

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

Reflection*: Apply learning from the models you have learnt – all models and theories should be discussed in greater depth in relation to how you applied this learning in your professional life to develop your professional career development.*

Interview*: Apply practical experience in formulating a answers for a suitable job, use examples from your previous roles or personal experiences.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *You must abide by the following Microsoft Settings; Arial font, size 12, 1.5 line spacing and the text should be justified, include a cover page and a suitable reference list.*

Reflection*: Demonstrate effective reflective writing skills, with appropriate application of models outlined where necessary.*

Interview*: You should demonstrate effective communication and body language and time management skills.*

Please note:

Up to 10% above the word limit – No deduction off final mark

Between 10% and 25% above the word limit – Deduction of 5 marks off final mark

Between 25% and 50% above the word limit – Deduction of 10 marks off final mark

50% or more over length – Maximum mark of capped mark (iii) A failure to meet the word limit (or minimum word limit if a range is given) may result in lower marks based on the quality of the work because the work may not include the necessary information required for the assessment to meet the stated learning outcomes. (iv) The feedback on the assessment should explicitly mention any mark deduction and the reason for it.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	15	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	15	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	30	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**		**%**
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 4
In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and	Major gaps in knowledge and understanding of the basic underlying concepts and	Gaps in knowledge of the basic underlying concepts and principles, with flawed or	Limited knowledge and understanding of the basic underlying concepts and	Knowledge of the basic underlying concepts and principles is accurate with a	Competent knowledge of the basic underlying concepts and principles. Exhibits very	Excellent knowledge and understanding of the basic underlying concepts and	Exceptional, detailed knowledge and understanding of the basic underlying

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
principles of a subject.)	principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	superficial understanding. Some significant inaccuracies and/or irrelevant material.	principles within the subject area. Some elements may be missing.	good understanding of the field of study but lacks depth and/or breadth.	good understanding.	principles of the subject.	concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	Very weak evidence of different approaches to problem-solving in particular contexts.	competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
		exercise of some personal responsibility.	of minor weakness.				

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH