

Swansea Business School
Institute of Management & Health

Certificate of Higher Education in
Business Skills
LEVEL 4

Module Name: Professional Career Development
(BMBS4005)

Module Lead: Scott James

Email: scott.james@uwtsd.ac.uk

Term 1
2026- 2027

Module Code	BMBS4005
Title	Professional Career Development
Date	17/03/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To introduce students to essential personal and professional skills, enabling them to reflect on their strengths, develop employability skills, and plan their progression within a business context.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- research a business sector to identify the skills and competencies sought by employers;
- reflect on their personal strengths, skills, and areas for development for that particular sector and a specific job description;
- generate a professional CV and cover letter designed in response to a job description/person specification;
- participate in a simulated employment interview.

INDICATIVE CONTENT

- Career pathways and employability across different sectors.
- Self-assessment and reflection techniques (e.g., SWOT analysis, skills audit).
- Recruitment, selection, and talent development processes.
- Interpreting job description/person specifications.
- CV and cover letter development.
- Interview techniques.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio (e.g. sector research, skills audit, CV/covering letter)	3 elements	50%

Assessment Component 2 (Tick one)

☐ Written exam
 ☐ Coursework
 ☒ Practical

Mode of assessment	Volume	Weighting
Simulated job interview (role play)	10 minute per individual	50%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMBS4005	
Module Title	Professional Career Development	
Classification	Reading List entry	Electronic*
Further	Cameron, S. (2021) <i>The business student's handbook : skills for study and employment</i> . 7 th edition. Education Limited.	☒
Essential	Cottrell, S. (2021) <i>Skills for success : personal development and employability</i> . 4 th edition. Red Globe Press.	☒
Further	Holmes, K. (2017) <i>What employers want : the employability skills handbook</i> . Second edition. Richmond: Trotman.	☒
Further	Trought, F. (2017) <i>Brilliant employability skills: how to stand out from the crowd in the graduate job market (Second edition)</i> . New York: Pearson Education.	☒
Further	Wilson, L. (2016), <i>Soft Skills in the Workplace (Second Edition)</i> . Saint Paul: JIST Career Solutions.	☒

Scheme of Work

Week / W/C	Content Overview	Resources & Activities	Formative and Summative Assessments
Week 1 W/C 07/09	Introduction to Professional Career Development and Employability • Introduction to the module, expectations and assessments. • What employability means in today's labour market. • Professional and business skills in contemporary organisations. • Why businesses exist and how entrepreneurs create value. • The changing world of work: AI, globalisation, hybrid working and the gig economy. • Introduction to reflective practice and Gibbs' Reflective Cycle.	• PowerPoint presentation • Module Handbook and Assessment Brief • Handouts • Videos and case studies • Pair discussions • Small group activities • Reflective exercises • Individual tasks • Class discussions	Complete a 250-word reflective exercise using Gibbs' Reflective Cycle on current professional skills and areas for development. Review the module handbook and assessment requirements.
Week 2 W/C 14/09	Self-Awareness, Emotional Intelligence and Professional Behaviour	• PowerPoint presentation • SWOT and Johari Window templates	Complete a 500-word reflection on professional strengths and development

	• Self-awareness and professional identity. • Personal SWOT analysis. • Emotional intelligence in the workplace. • Johari Window and workplace relationships. • Critical evaluation of personality and learning-style theories (Myers-Briggs, Honey & Mumford). • Professional behaviours valued by employers.	• Personality-Profile Activities • Scenario-Based Exercises • Debates • Pair and group discussions • Reflective tasks	needs. Update personal SWOT analysis and identify two professional behaviours to improve. Research an organisation's expectations of employees.
Week 3 W/C 21/09	Career Planning and Professional Development • Goal setting and action planning. • Motivation theories (Maslow and contemporary perspectives). • Career mapping and future skills needs. • Reflective practice and personal development planning.	• PowerPoint presentation • Goal-setting templates • Case studies • Labour-market research activities • Skills-gap analysis worksheets • Individual and group tasks • Flipchart activities	Produce an initial Personal Development Plan (PDP) and SMART goals. Explore labour-market trends using recommended resources, including LinkedIn Learning, Prospects and the National Careers Service.

	• Understanding labour market trends. • Identifying personal skills gaps.		
Week 4 W/C 28/09	Personal Branding and Professional Identity • Personal branding and reputation management. • LinkedIn and digital professional presence. • Professional networking. • Purpose-driven careers and businesses. • Digital footprints and online professionalism. • Building a portfolio of skills and achievements.	• PowerPoint presentation • LinkedIn profile examples • Portfolio templates • Case studies • Networking activities • Individual reflection • Paired and group discussions	Create or update a LinkedIn profile and begin building a professional portfolio. Review online professional presence and complete the digital-footprint activity.
Week 5 W/C 05/10	Core Business, Leadership and Professional Skills • Communication, accountability and reliability. • Professional email etiquette. • Critical thinking and problem-solving. • Evidence-based decision-making.	• PowerPoint presentation • Email examples • Workplace case studies • Role-play exercises • Leadership scenarios • Group activities • Reflective tasks	Complete independent activities on professional communication and leadership. Draft and refine professional emails and reflect on personal leadership and teamwork skills.

	• Leadership, teamwork and stakeholder management. • Conflict management and giving/receiving feedback.		
Week 6 W/C 12/10	Recruitment Documentation and Career Applications • CVs, cover letters and professional profiles. • Applicant Tracking Systems (ATS). • AI tools in recruitment and career development. • Ethical use of AI. • Labour market intelligence and opportunity searching. • Professional portfolios and personal websites.	• PowerPoint presentation • Sample CVs and cover letters • ATS exercises • AI tools • Labour-market resources • Job advertisements • Individual, pair and group activities	
Week 7 W/C 19/10	Recruitment, Selection and Talent Management • Recruitment and selection processes. • Job analysis and person specifications. • Workforce planning and talent acquisition.	• PowerPoint presentation • Recruitment case studies • Job-description templates • Assessment-centre exercises • Group discussions • Practical recruitment activities	Complete job-description and person-specification exercises. Research recruitment and selection methods used by different organisations and prepare for interview activities.

	• Assessment centres and psychometric testing. • Skills-gap analysis. • Onboarding and probation processes.		
Week 8 W/C 26/10	Interviewing, Equality and Ethical Recruitment • Interview techniques (STAR and SHER). • Active listening and professional communication. • Equality, diversity and inclusion. • Unconscious bias and fair recruitment. • Employment legislation. • Ethical decision-making in recruitment.	• PowerPoint presentation • Interview worksheets • Recruitment scenarios • Mock interview activities • Equality and diversity case studies • Rol-play exercises • Group discussions	Prepare responses to competency-based interview questions using the STAR and SHER frameworks. Complete interview preparation activities and review equality and employment legislation resources. Assessment 1 - Professional Career Portfolio (3 elements) Deadline: Monday 26th October 23.59PM 2026
Week 9 W/C 02/11	Applied Professional Practise and Recruitment Simulation • Mock interviews and assessment centre activities. • Recruitment simulation exercises. • Evaluating candidates and making hiring decisions.	• PowerPoint presentation • Mock CVs • Interview question sheets • Candidate-evaluation forms • Recruitment simulations • Assessment-centre activities • Portfolio-review exercises	Participate in mock interviews and recruitment simulations. Review and update portfolio evidence. Complete career and business action plans in preparation for the practical assessment. Complete career and business action plans in preparation for the practical assessment.

	• Reflection on professional skills development. • Portfolio review. • Career and business action planning.	• Reflective tasks	
Week 10 W/C 09/11	Practical Assessment		Assessment 2 - Simulated Recruitment Interview Deadline: Monday 9th November 23.59PM 2026

Student Support

We want you to succeed during your studies. Whether you need academic guidance, financial advice, wellbeing support, or help developing your skills, there are dedicated teams here to help. We encourage you to reach out as early as possible, you don't have to wait until you're experiencing difficulties.

Hwb Student Support

Not sure who to contact? The Hwb Team is your first point of contact for any questions about university life. They can help with a wide range of enquiries or direct you to the right support service.

- Telephone: 0300 131 3030
- Email: hwb@uwtsd.ac.uk
- Live Chat: Available through the UWTSD Hwb app

Whether you have a question about your studies, university services, wellbeing, or simply aren't sure where to start, the Hwb Team is happy to help.

Wellbeing Support

If you're feeling overwhelmed, anxious, stressed, or simply need someone to talk to, our Wellbeing Team can provide confidential advice and support.

Register for Wellbeing Support: [UWTSD Wellbeing Service](#)

Disability and Inclusive Learning Support

If you have a disability, long-term health condition, specific learning difference (such as dyslexia), mental health condition, or any other support need, the Disability Team can help ensure you have the right support in place.

Complete a Support Needs Enquiry Form: [Support Needs Enquiry Form \(Page 1 of 10\)](#)

Email disability@uwtsd.ac.uk

Money Support

If you're worried about your finances, budgeting, or Student Finance, the Money Support Team can provide advice and guidance.

Email: MoneySupport@uwtsd.ac.uk

Study Skills Support

Improve your academic confidence with free one-to-one appointments covering topics such as:

- Academic writing
- Referencing
- Critical thinking
- Time management
- Assignment preparation
- Exam and revision techniques

Online Study Skills

Email: StudySkillsDistance@uwtsd.ac.uk

In-person Study Skills

Cardiff Campus

- Afifa Zaman – afifa.zaman@uwtsd.ac.uk
- Claire Edwards – claire.edwards@uwtsd.ac.uk

Swansea Campus

- Karen Winstone – k.winstone@uwtsd.ac.uk

Student Success

Student Success can help you create a personalised Success Plan and connect you with the right university services to help you achieve your goals.

You can request either an online or in-person appointment.

Student Support Request Form: [UWTSD Student Success](#)

Email: studentsuccess@uwtsd.ac.uk

Digital Skills Support

Need help with digital tools, Microsoft 365, Moodle, AI, or other technology used during your studies? The Digital Skills Team is here to help.

Email: digitalskills@uwtsd.ac.uk

More information: [Home - DigiCentre | University of Wales Trinity Saint David](#)

Research and Referencing Support

If you need help finding reliable sources, conducting research, or referencing correctly, you can contact:

Lisa Ellis

Email: l.ellis@uwtsd.ac.uk

Remember...

Asking for support is a positive step towards success. The earlier you seek help, the more we can do to support you throughout your studies.

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Certificate in Higher Education in Business Skills		
Module:	Professional Career Development		
Module code:	BMBS4005	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Scott James	Internal Verifier:	Rhiannon Akers
Assignment Title:	Professional Career Portfolio (3 elements)	Word count (or equivalent):	1,500 words
Submission deadline:	Monday 26th October 23.59PM 2026	Return date of provisional marks & written feedback:	Monday 23rd November 23.59PM 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.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: • You write clearly and concisely. • All students complete the assessment on an equal basis.		

If You Go Over the Word Limit

If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction or reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction or reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):

- A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over.
- A mark of **49%** would be reduced by 5 marks to **44%**.
- A mark of **47%** at 25–50% over would be reduced to **40%**.
- A mark of **55%** at 25–50% over would be reduced by 10 marks to **45%**.

If You Are Under the Word Limit

If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

**Module Learning Outcomes
(from module syllabus)****AIM(S)**

- To introduce students to essential personal and professional skills, enabling them to reflect on their strengths, develop employability skills, and plan their progression within a business context.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- research a business sector to identify the skills and competencies sought by employers;
- reflect on their personal strengths, skills, and areas for development for that particular sector and a specific job description;
- generate a professional CV and cover letter designed in response to a job description/person specification;
- participate in a simulated employment interview.

TASK DESCRIPTION

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	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 getting suggestions to rephrase your work.	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.	☐

Assessment 1: Professional Career Portfolio (3 elements)

Throughout the module, you will develop a portfolio that demonstrates your understanding of professional career development, recruitment and employability. The portfolio allows you to apply the concepts covered in class to your own career goals and professional development.

Your portfolio must include the following three elements.

Element 1: Career Sector Investigation (500 words)

Choose one of the following:

- A graduate career sector that interests you; or a business that you would like to establish.

You are required to:

- Research your chosen sector or business area.
- Identify the skills, qualities and attributes valued by employers.
- Explore current trends affecting the industry, such as artificial intelligence (AI), hybrid working or skills shortages.

- Reflect on how the sector aligns with your own interests, skills and career aspirations.

This element draws on Weeks 1 and 3.

Element 2: Skills Audit and Professional Development Plan (500 words)

You will complete a structured reflection that includes:

- A personal SWOT analysis.
- Identification of your strengths and areas for development.
- Reflection on your emotional intelligence and professional behaviour.
- One SMART goal to support your future development.

Your reflection should be supported by at least two theories or models studied during the module, such as:

- Gibbs' Reflective Cycle.
- Johari Window.
- Maslow's Hierarchy of Needs.

This element links directly to Weeks 2, 3 and 5.

Element 3: Recruitment Application Pack (equivalent to 1,000 words)

You will apply for a job role, either a real vacancy or one provided by your tutor, and submit:

- A tailored curriculum vitae (CV).
- A cover letter.
- A LinkedIn profile
- A 300-word rationale explaining how you tailored your application to the role.

This element draws on Weeks 4, 6 and 7.

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: *You should support your portfolio with a range of relevant and credible sources, such as academic texts, journal articles, professional websites, labour market reports and industry publications. Your research should demonstrate an understanding of your chosen career sector, professional development and recruitment practices. All sources must be referenced correctly using the required referencing style.*

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: *You are expected to demonstrate your understanding of key concepts, theories and models explored throughout the module, including those linked to employability, professional behaviour, career planning and recruitment. Where appropriate, you should explain how these ideas relate to your own career goals and professional development.*

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: *Your work should go beyond description by critically reflecting on your experiences, skills and future aspirations. You should analyse information, make reasoned judgements and justify your decisions using evidence from your research and module content. Reflection and evaluation should be evident throughout the portfolio.*

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: *This assessment requires you to apply the knowledge and skills developed during the module to realistic professional contexts. You should demonstrate your ability to research career opportunities, evaluate your strengths and areas for development, and produce professional recruitment materials tailored to a specific role or career pathway.*

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: *Your portfolio should be clearly organised, professionally presented and written in an appropriate style. You are expected to demonstrate skills that are valued by employers, including communication, self-management, digital literacy, planning and reflection. Care should be taken to ensure that all portfolio elements are accurate, coherent and completed to a professional standard.*

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		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	15	

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%)		

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Certificate in Higher Education in Business Skills		
Module:	Professional Career Development		
Module code:	BMBS4005	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Scott James	Internal Verifier:	Rhiannon Akers
Assignment Title:	Simulated Recruitment Interview	Word count (or equivalent):	10 minutes
Submission deadline:	Monday 9th November 23.59PM 2026	Return date of provisional marks & written feedback:	Monday 7th December 23.59PM 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.		
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(from module syllabus)****AIM(S)**

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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.	☐

Assessment 2: Simulated Recruitment Interview and Selection Exercise

This assessment is designed to develop your interview skills and your understanding of recruitment from both the applicant and employer perspectives.

You will take part in a simulated interview for the same role used in Assessment 1 (Element 3).

During the interview, you may be asked questions relating to:

- Competency-based examples using the STAR framework.
- Professional behaviours and workplace expectations.
- Problem-solving and decision-making.
- Leadership and teamwork.
- Ethical issues in recruitment.
- Equality, diversity and inclusion.
- The impact of artificial intelligence (AI) on recruitment and employment.

You will also be asked to consider recruitment from an employer's perspective. This may include questions such as:

- What qualities would you prioritise when recruiting staff?

- How would you ensure that recruitment processes are fair and inclusive?
- How would you support and onboard new employees?

This assessment provides an opportunity to demonstrate your communication, professional and employability skills, while also exploring the challenges involved in recruiting and managing people.

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: *You should prepare for the interview by engaging with relevant academic and professional sources relating to recruitment, employability and workplace practice. This may include theories, models and current issues discussed during the module, such as artificial intelligence, equality and diversity, and professional behaviour.*

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: *During the interview, you will be expected to demonstrate your understanding of key concepts and theories explored throughout the module. You should be able to explain ideas relating to recruitment, employability, leadership, professional conduct and ethical decision-making, while applying them to realistic workplace situations.*

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: *You should provide clear and well-reasoned responses that demonstrate your ability to analyse situations, solve problems and make informed decisions. Where appropriate, you should justify your answers using examples and reflect on recruitment challenges from both the employee and employer perspectives.*

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: *This assessment requires you to apply the knowledge and skills developed during the module in a simulated recruitment setting. You should demonstrate your ability to communicate professionally, respond effectively to interview questions and apply recruitment and selection principles to workplace scenarios.*

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 are expected to demonstrate the professional skills valued by employers, including communication, teamwork, leadership, problem-solving and self-management. Throughout the interview, you should present yourself in a professional manner and communicate your ideas clearly, confidently and respectfully.*

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		
	10	
2. Knowledge and Understanding Skills		
	25	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	20	

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 (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / 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	Gaps in knowledge of the basic underlying concepts and principles, with	Limited knowledge and understanding of the basic underlying	Knowledge of the basic underlying concepts and principles is	Competent knowledge of the basic underlying concepts and principles.	Excellent knowledge and understanding of the basic underlying	Exceptional, detailed knowledge and understanding of the basic

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
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principles of a subject.)	concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	concepts and principles within the subject area. Some elements may be missing.	accurate with a good understanding of the field of study but lacks depth and/or breadth.	Exhibits very good understanding.	concepts and principles of the subject.	underlying 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	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration	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	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

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	and 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 context of 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.	identification of 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 (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		exercise of some personal responsibility.	of minor weakness.				

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