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Business and Professional Skills

- **Introduction**

Whether as a unique edge in job interviews or to enhance your understanding of the world in which you live, Business Imperial’s innovative series of master-classes offers you a convenient and exciting opportunity to learn about the core skills and attributes that you possess that will enable you to succeed in your chosen career of the future.

The **Professional Skills for Employability** course has been designed by the Careers Service to enable you to reflect on some of the key components for success and to enable you to start building a portfolio of skills for your future.

**Professional Skills for Employability**

- **Programme overview**

Developing skills and self-awareness alongside your degree course will stand you in good stead for your future employment or further study options. The Professional Skills for Employability module will enable you to understand your strengths and weaknesses and how to apply these to the world of work. You will develop a key set of skills, that combined with your academic studies will give you greater self-awareness as well as confidence to succeed in your chosen career or further study path in the future. The module consists of a series of practical exercises that can be directly translated into increasing your future employability.

- **Learning objectives**

By completing the Professional Skills for Employability programme you will develop a set of transferable skills and understanding which include:

- Communication skills
- Presentation skills
- Negotiation skills
- Self-awareness
- Group working
- Business etiquette
- Business acumen
- Action planning

These attributes will assist you as you move through your College career and start to consider your options for the future.
Contract of Responsibilities

By registering and participating in this course you are expected to familiarise yourself with the guidelines on the Imperial Horizons Student Responsibilities webpage: www.imperial.ac.uk/horizons/manage-your-course/your-responsibilities

• Attendance:
  • Endeavour to attend every session of this course. You must attend at least six of the eight sessions including the final assessed presentation to pass.
  
  • Ensure you sign the attendance register at each session.
  
  • Arrive at each session on time and understand that being late is discourteous to the tutor and the rest of the class. Sessions are scheduled 16:00 – 18:00.
  
  • If you are unavoidably absent, you must inform your tutor of the reason before the session, or at the latest by midday on the following day. Failure to do so will result in you being recorded as absent.
  
  • Discuss any problems with attendance or punctuality with your course tutor at the earliest opportunity.

• Group Work Guidelines
  Group working is an important aspect of the Professional Skills for Employability course. It is a skill that you will use throughout your studies at College and beyond into your professional life. Every member of the group should:
  
  • Contribute their ideas and opinions to the discussion / task
  
  • Respect the ideas and opinions of other group members
  
  • Avoid interrupting other group members when they are speaking
  
  • Try not to dominate the discussion – give other group members the opportunity to speak and contribute
  
  • Constructively criticise peoples arguments but don’t directly criticise individuals
  
  • Listen to other members of the group and respond when appropriate
  
  • Agree that there are no stupid contributions or questions – everybody will have different knowledge and experience and this must be respected
  
  • Prepare between classes and agree actions / deadlines amongst your group
Assessment Details

- **Attendance**
  - To be eligible to pass the course you must attend at least six out of the eight sessions and you must attend the final assessed presentation in Session 8.
  - It is not acceptable to be absent due to excessive workload as you are expected to manage your time appropriately.

- **Your Overall Grade**
  - There are four outcomes for your work:
    - **Fail**: 0 – 39%
    - **Pass**: 40 – 59%
    - **Merit**: 60 – 69%
    - **Distinction**: 70 – 100%
  - The grade of Pass, Merit or Distinction will be recorded on your degree transcript; any student who fails will not have this recorded on their transcript.

- **Deadlines and Late Penalties**
  - A deadline is the latest point at which you can submit your work; you may submit earlier if you wish.
  - Work submitted after a deadline will not be marked and will receive a zero grade; this is in accordance with College policy.

- **Extensions**
  - Extensions are not usually granted unless students have verifiable mitigating circumstances. To apply for an extension for coursework you must fill out a coursework extension request form (on the Imperial Horizons website) before the deadline.
  - The appropriate authority will then liaise with your academic department in deciding whether to grant an extension.
  - Please note that 'pressure of other work' is not a valid reason for an extension as you are expected to manage your time appropriately.

- **Plagiarism**
  - Whilst it is acceptable to discuss your ideas with others and to ask for assistance with the English, any assignment for which you are receiving an individual mark must be entirely your own work.
  - Further information on plagiarism can be found at [www.imperial.ac.uk/admin-services/library/learning-support/plagiarism-awareness/](http://www.imperial.ac.uk/admin-services/library/learning-support/plagiarism-awareness/)
• The Assessments

• Your final grade for the course is calculated from two components as follows:
  • Individual Written Assignments – 75%
  • Group Presentation – 25%
• The mark schemes for all assignments are available in Appendix One.

The Individual Written Assignments:
• These are set during Sessions 1, 2 and 3 and have been designed to enable you to reflect on your experiences, consider how to develop yourself and apply what you learn during the course.
• The word counts have been deliberately kept low as it reflects the common length of response required when filling in applications for employment, internships or further study.
• Written assignments must be completed in a word processor and be written in a clear and logical manner using a font style that is clear and easy to read.
• Any images/diagrams scanned electronically.
• Written assignments must be submitted via TurnItIn. Marks will be deducted for poor spelling and/or grammar.
• Marks will be deducted for exceeding the word count by >5%.

The Group Presentation Assignment:
• This is set during Session 4 and assessed in Session 8.
• The presentation will be assessed as a group so all members of your group will receive the same mark.
• All members of the group are expected to participate in the preparation and delivery of the presentation.
• You will be penalised for going over time.

• Results & Feedback
• Marks and feedback will be issued early in Spring Term 2017; this is likely to be in the week commencing Monday 9th January 2017.

1 The TurnItIn portal can only accept one document per assignment. Once a document is submitted you cannot amend it or make further submissions for that assignment.
Blackboard

PowerPoint slides and additional resources will be made available during the duration of the course on the blackboard site for the course. Further reading is suggested however this is not required to complete the assignments which are reflective and practical in nature. Help with Blackboard can be found at www.imperial.ac.uk/admin-services/ict/self-service/teaching-learning/elearning-services/blackboard

Student Representation

To enable student feedback a student representative will be sought for this course. The role will involve arranging feedback from other students and feeding this back to the Centre for Languages, Culture and Communication via a representative committee. Arrangements for electing a rep will be discussed in the 1st session.

Course Schedule – Autumn Term 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Page</th>
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<td>Session 1: Programme Introduction &amp; Assessing Your Skills</td>
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<td>Tuesday 01 November 2016</td>
<td>Session 2: Team working and Group Dynamics</td>
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<td>Tuesday 06 December 2016</td>
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<td>Tuesday 13 December 2016</td>
<td>Session 8: Presentation Assessment</td>
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</table>
Session 1: Programme Introduction & Assessing Your Skills

Description:
Students will gain an introduction to employability and key professional skills sought by employers. They will share ideas on what they can be doing whilst at Imperial to take advantage of opportunities on offer and develop themselves further.

Learning Outcomes:
- Understand what the programme offers and what is meant by employability.
- Identify key professional skills for employability sought by employers.
- Recognise the role that self-awareness plays in the career planning process.
- Consider what activities are available within and alongside studies at Imperial as well as the skills that these could help to develop.
- Begin to audit your skills and make a plan to develop yourself whilst at Imperial.

Assessment:
Session 1 – individual written assignment (25 marks)

This assignment consists of two parts. It will encourage you to think about your skills and plan for your future development. Part A will not receive a grade; it will however be read by your tutor to enable them to better understand your experiences. Part A will inform your learning for Part B which will be assessed.

- **Part A – Skills Audit**
  - Your Skills Audit requires you reflect on your current experiences and to:
    - assess your level of competency in a variety of skills related to employability
    - provide evidence for each skill based on specific things you have done
  - The assignment will be read by your tutor but it will be ungraded. You will not be able to receive a grade for Part B if you fail to complete and submit Part A.
  - There is no maximum word count for Part A.
  - Deadline – 5PM Wednesday 23rd November 2016 (After session 5).

- **Part B – Personal Development Plan (PDP)**
  - Your PDP outlines your objectives in the months and years ahead.
    - review your Skills Audit (Part A)
    - identify the skills you would like to enhance
    - explain how you plan to develop these skills
    - make objectives SMART
  - Deadline – 5PM Wednesday 14th December 2016.
    (500 word maximum)

N.B.
- The mark schemes for all assignments are available in Appendix One.
- A sample skills audit and Personal Development Plan are available in Appendix Two.
Session 2: Team Working and Group Dynamics

Description:
Through group exercises and exploring group theory, students will gain an insight into what makes teams effective. They will be reflecting on their own experiences, as well as looking at the processes successful teams go through, and exploring theory of group dynamics. Through increased self-awareness and understanding of group behaviour the workshop will assist students in maximising the productivity and experience of team situations in the future.

Learning Outcomes:
- Develop an understanding of the stages a successful team goes through.
- Gain knowledge of team dynamics and the different roles team members fulfil in a productive team.
- Experience working in small teams in differing scenarios.
- Consider steps you can take to improve your contribution in teams.

Assessment:
Session 2 – individual written assignment (25 marks)

- Describe a time during the Professional Skills for Employability Horizons course where you worked as part of a successful team. How did you contribute and what was the overall outcome? (200 word maximum)

- Deadline – 5PM Wednesday 14th December 2016.

N.B.
- The mark schemes for all assignments are available in Appendix One.
Session 3: Communicating and Networking

Description:
Students will gain an introduction to the importance of professional communication and networking skills when interacting with potential future employers. Students will consider the importance of their digital footprint and how to use LinkedIn effectively. Students will consider how best to prepare for discussions with employers. They will become aware of the need to keep abreast of current affairs / business news to develop their commercial awareness. Students will have the chance to practise promoting themselves positively, which will be useful when networking with employers.

Learning Outcomes:
- Understand the importance of professional verbal and written communication skills.
- Be aware of the importance of your digital footprint and how to use LinkedIn effectively.
- Consider how to create and make the most of opportunities to interact with employers.
- Appreciate the importance of showing a genuine interest in organisations by researching online beforehand and keeping abreast of current affairs / global trends.
- Practise introducing yourself to an employer and communicating positively your achievements and interest.

Assessment:
Session 3 - individual written assignment (25 marks)

- Part A – Networking (10 marks)
  - Give an example of a specific organisation that you are interested in working for in the future. Explain how you will go about approaching and interacting with the organisation. State how (assuming you manage to have an informal discussion with a representative) you will ensure a positive discussion takes place and what questions you could ask them.
    (250 word maximum)

- Part B – Rocket Pitch (15 marks)
  - Write a ‘rocket pitch’ (also called an ‘elevator pitch’ or ‘30 second CV’). This is what you could say about yourself when introducing yourself to a potential employer, or when answering questions such as ‘Tell me about yourself’ at interview.
    (300 word maximum)

- Deadline – 5PM Wednesday 14th December 2016.

N.B.
- The mark schemes for all assignments are available in Appendix One.
Session 4: Presenting with IMPACT

Description:
Students will gain an introduction to effective presentation skills and an awareness of the different techniques to enable them to structure a presentation, delivering content that is engaging and appropriate to the audience. This practical session will enable students to try out what they learn and receive feedback on their performance.

Learning Outcomes:
- Understand the wider application of presentation skills.
- Learn aspects of a good presentation in terms of content, structure and delivery.
- Acquire techniques to build confidence.
- Design and deliver a presentation and receive feedback.

Assessment:
Session 4 - group presentation assignment (25 marks)

During Session 8, you and your assigned group members will be required to give a short presentation (8 minutes with an additional 4 minutes for questions) from one of the following topics:

1. Pitch a business idea to appeal to students. Your audience are judges at an entrepreneurship competition.

2. How to use social media to develop commercial awareness. Your audience are new first year students.

3. Propose a new student society. Your audience is a committee at the Imperial College Union.

4. Produce a marketing campaign selling Imperial College London to prospective students. Your audience are prospective undergraduate students and their parents/guardians at a College open day.

Your group will be required to notify your tutor of your topic choice during Session 6.

N.B.
- The mark schemes for all assignments are available in Appendix One.
Session 5: CVs, Cover Letters & Online Tests

Description:
Students will gain an insight into the application process. This interactive workshop will enable students to understand the skills, attributes and behaviours sought by a recruiter and how these are presented in job advertisements. Additionally students will learn to identify the key factors that make an effective CV and Cover Letter while understanding how to target their documents and write effectively to demonstrate motivation and influence a recruiter. Students will also gain an understanding of aptitude and psychometric tests and have an opportunity to experience variety of testing tools.

Learning Outcomes:
- Gain an insight into the early stages of the application/recruitment process.
- Identify how to read a job description.
- Understand how to construct a CV and write an effective Cover Letter.
- Appreciate the style, variety and purpose of online tests and psychometrics.

Assessment:
This session is not formally assessed.
Session 6: Applications & Interviews

Description:
Students will gain a further insight into the application process building on information from Session 5. This session will focus on the criteria employers use during the selection process, once an application has been submitted. The session will support students in identifying evidence for selection requirements from their application, in addition to gaining an understanding of the interview process. Students will be able to clarify the difference between competency based and other types of interview questions. The session has a practical and interactive focus, with an opportunity to improve interview performance through practice and feedback.

Learning Outcomes:
- Understand what employers are looking for in the selection process.
- Identify the evidence for the requirements in your application.
- Improve your understanding of the interview process.
- Clarify the difference between competency based and other types of interview questions.
- Improve interview performance through practice and feedback.

Assessment:
This session is not formally assessed.
Session 7: Planning for the Future

Description:
This interactive workshop brings together many elements of previous sessions including communication and networking to help students formulate a strategy to effectively research career opportunities in the future. Reflection tools will be further explored to enable students to further develop their own personal action plans with a focus on values and priorities to aid with decision making. Students will get practical experience of making decisions in a group environment, create good questions and approaches to get useful answers from employers and develop their next steps to launch their career.

Learning Outcomes:
- Begin to identify your values in relation to your future career and how these can help you to focus your research and decision making.
- Gain an insight into the use of decision making models which can help you both within a professional environment and everyday life.
- Bring elements of previous sessions together to form a strategy for researching future employers and roles.
- Gain greater awareness of how to reflect on your experiences and use that knowledge to make an action plan.

Assessment:
This session is not formally assessed.
Session 8: Presentation Assessment

Description:
Groups will have been allocated and a choice of topics discussed in session 4. This final session will be an assessed Group Presentation. The audience will be your fellow students plus your tutor who will assess your group presentation with another assessor.

You will have **40 minutes** at the start of the session to work with your group on final preparation and practice.

Assessment:
Session 8 - group presentation assignment (25 marks)

You and your group members will deliver a short presentation as set out in Session 4. Time will be strictly monitored.

N.B.
- The mark schemes for all assignments are available in *Appendix One*. 
Appendix One: Marking Schemes

Please Note - in all written assignments:
- Marks will be deducted for poor spelling and/or grammar.
- Marks will be deducted for exceeding the word count by >5%.

Session 1 – individual written assignment (25 marks)

PLEASE NOTE: This assignment consists of two parts. Part A is not assessed but must be submitted to receive credit for Part B.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>Mark out of 25</th>
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<tbody>
<tr>
<td>The answer excellently demonstrates a clear understanding of how to create a Personal Development Plan (PDP) based on reflecting on skills for development, identifying specific objectives and how to achieve them, within a realistic timeline, identifying specific outcomes as well as support that will be needed. The answer demonstrates strong self-awareness and the capacity to reflect on strengths and skills. The answer very effectively satisfied the above criteria whilst adhering to the word limit.</td>
<td>(20-25)</td>
</tr>
<tr>
<td>The answer very satisfactorily demonstrates a clear understanding of how to create a Personal Development Plan (PDP) based on reflecting on skills for development, identifying specific objectives and how to achieve them, within a realistic timeline, identifying specific outcomes as well as support that will be needed. The answer demonstrates a satisfactory degree of self-awareness and the capacity to reflect on strengths and skills. The answer effectively satisfied the above criteria whilst adhering to the word limit.</td>
<td>(15-19)</td>
</tr>
<tr>
<td>The answer satisfactorily demonstrates a clear understanding of how to create a Personal Development Plan (PDP) based on reflecting on skills for development, identifying specific objectives and how to achieve them, within a realistic timeline, identifying specific outcomes as well as support that will be needed. The answer demonstrates some / a limited degree of self-awareness and the capacity to reflect on strengths and skills. The answer satisfied the above criteria whilst adhering to the word limit.</td>
<td>(10-14)</td>
</tr>
<tr>
<td>The answer is unclear and does not demonstrate a clear understanding of how to create a Personal Development Plan (PDP) based on reflecting on skills for development, identifying specific objectives and how to achieve them, within a realistic timeline, identifying specific outcomes as well as support that will be needed. The answer demonstrates little or no self-awareness and the capacity to reflect on strengths and skills. The answer did not satisfy the above criteria whilst adhering to the word limit.</td>
<td>(0-9)</td>
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### Session 2 – individual written assignment (25 marks)

<table>
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<tr>
<th>CONTENT</th>
<th>Mark out of 25</th>
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<tr>
<td>The answer excellently demonstrates a clear, thorough and logically structured example of teamwork. The answer very effectively described the teamwork situation and what they had to achieve. The answer was outstanding in identifying the individual’s personal contributions to the team which they feel helped make it successful. The outcome of the teamwork example was expressed very effectively and where appropriate was contextualised with a quantitative indicator of success. The answer very effectively satisfied the above criteria whilst adhering to the word limit.</td>
<td>(20-25)</td>
</tr>
<tr>
<td>The answer good demonstrates a clear, thorough and logically structured example of teamwork. The answer described the teamwork situation well and what they had to achieve. The answer was good in identifying the individual’s personal contributions to the team which they feel helped make it successful. The outcome of the teamwork example was expressed effectively and where appropriate was contextualised with a quantitative indicator of success. The answer effectively satisfied the above criteria whilst adhering to the word limit.</td>
<td>(15-19)</td>
</tr>
<tr>
<td>The answer satisfactorily demonstrates a clear, thorough and logically structured example of teamwork. The answer reasonably described the teamwork situation and what they had to achieve. The answer identified some of the individual’s personal contributions to the team which they feel helped make it successful. The outcome of the teamwork example was expressed satisfactorily although the word limit was not fully utilised. The answer satisfied the above criteria whilst adhering to the word limit.</td>
<td>(10-14)</td>
</tr>
<tr>
<td>The answer is unclear and is not a logically structured example of teamwork. The answer does not effectively described the teamwork situation and what they had to achieve. The answer was did not specifically identify the individual’s personal contributions to the team. The outcome of the teamwork example was not expressed effectively. The answer did not adhere to the word limit.</td>
<td>(0-9)</td>
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**Session 3 – individual written assignment (25 marks)**

<table>
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<th>CONTENT</th>
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<tr>
<td>The answer excellently demonstrates a clear understanding of how to identify opportunities for interacting with organisations. The answer very effectively describes the process of preparing for an informal discussion and formulates at least three well thought out and interesting questions for an employer. The answer was outstanding in identifying the individual’s rocket pitch strategy in terms of presenting themselves, demonstrating strong self-awareness and the capacity to reflect on strengths and skills. The answer very effectively satisfied the above criteria whilst adhering to the word limit.</td>
<td>(20-25)</td>
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</table>

| The answer very satisfactorily demonstrates a clear understanding of how to identify opportunities for interacting with organisations. The answer effectively describes the process of preparing for an informal discussion and formulates several interesting questions for an employer. The answer was effective in identifying the individual’s rocket pitch strategy in terms of presenting themselves, demonstrating self-awareness and the capacity to reflect on strengths and skills. The answer effectively satisfied the above criteria whilst adhering to the word limit. | (15-19) |

| The answer satisfactorily demonstrates a clear understanding of how to identify opportunities for interacting with organisations. The answer reasonably describes the process of preparing for an informal discussion and formulates one to two basic questions for an employer. The answer identified some elements of the individual’s rocket pitch strategy in terms of presenting themselves, demonstrating limited evidence of reflecting on strengths and skills. The answer satisfied the above criteria whilst adhering to the word limit. | (10-14) |

| The answer is unclear and does not demonstrate an understanding of identifying opportunities for interacting with organisations. The answer does not effectively describe the process of preparing for an informal discussion and does not formulate questions for an employer. The answer did not specifically identify elements of the individual’s rocket pitch strategy in term of presenting themselves, demonstrating no evidence of reflecting on strengths and skills. The answer did not adhere to the word limit. | (0-9) |
Session 4/8 – group presentation assignment (25 marks)

The group presentation will be assessed against three criteria:

- Presentation Content
- Presentation Structure
- Presentation Delivery (Verbal and Non-Verbal)

For each criteria the group will receive a score out of 25 which will be averaged to provide the final overall grade for the group.

Example:

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Score</th>
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<tbody>
<tr>
<td>Presentation Content</td>
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<tr>
<td>Presentation Structure</td>
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<tr>
<td>Presentation Delivery (Verbal and Non-Verbal)</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td><strong>57</strong></td>
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<tr>
<td><strong>Averaged Final Score</strong></td>
<td><strong>19</strong></td>
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</table>

**Presentation Content**

<table>
<thead>
<tr>
<th>Mark out of 25</th>
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<tr>
<td>(20-25)</td>
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</table>

Presentation did an excellent job of communicating information that was relevant and insightful. Presentation held audience’s attention and showed excellent command / understanding of key concepts / facts. Presentation showed evidence of comprehensive background research. Presentation included insightful analysis of concepts / facts, during presentation and questions. Presenters gave excellent answers to questions.

Presentation effectively communicated information that was mainly relevant and sometimes insightful. Presentation held audience’s attention most of the time and showed good command / understanding of key concepts / facts. Presentation showed evidence of background research which was good but not fully comprehensive. Presentation included some analysis of concepts / facts during presentation and questions. Presenters gave good or reasonable answers to questions.

Presentation adequately communicated information but not all of it was relevant and much of it lacked any insight. Presentation held audience’s attention only some of the time and showed limited command / understanding of key concepts / facts. Presentation showed evidence of background research but this was patchy and limited or narrow in scope. Presentation included limited analysis of concepts / facts both during presentation and questions. Presenters gave mediocre answers to questions.

Presentation failed to communicate information that was in any way relevant or insightful. Presentation failed to hold the audience’s attention and showed little or no evidence of understanding of key concepts / facts. Presentation showed little or no evidence of any background research. Presentation did not include any analysis of concepts / facts during presentation and questions. Presenters gave weak or poor answers to questions.

(0-9)
<table>
<thead>
<tr>
<th><strong>Presentation Structure</strong></th>
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<tbody>
<tr>
<td>Structure of presentation was excellent in terms of clarity, logical structure and timing. Excellent use was made of visual aids (e.g. PowerPoint, demonstrations, hand-outs etc). There were no or hardly any errors in structure such as confused section, weaker use of resources, over-running on time and generally the structure was excellent.</td>
<td>(20-25)</td>
</tr>
<tr>
<td>Structure of presentation was good but not excellent in terms of clarity, logical structure and timing. Good use was made of visual aids (e.g. PowerPoint, demonstrations, hand-outs etc). There were a few errors in structure such as confused section, weaker use of resources, over-running on time and generally the structure was good.</td>
<td>(15-19)</td>
</tr>
<tr>
<td>Structure of presentation was mediocre in terms of clarity, logical structure and timing. Adequate use was made of visual aids (e.g. Power-Point, demonstrations, hand-outs etc). There were several errors in structure e.g. confused sections, weaker use of resources, over-running on time and generally the structure was mediocre.</td>
<td>(10-14)</td>
</tr>
<tr>
<td>Structure of presentation was weak in terms of clarity, logical structure and timing. Limited or poor use was made of visual aids (e.g. PowerPoint, demonstrations, hand-outs etc). There were frequent or constant errors in structure e.g. confused sections, weak use of resources, over-running on time and generally the structure was poor.</td>
<td>(0-9)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Presentation Delivery (Verbal and Non-Verbal)</strong></th>
<th><strong>Mark out of 25</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All presenters spoke authoritatively and without obvious notes. All presenters spoke fluently and confidently during presentation and questions. The body language of all presenters conveyed enthusiasm and confidence.</td>
<td>(20-25)</td>
</tr>
<tr>
<td>Most presenters spoke authoritatively and usually without reference to notes. Most presenters spoke fluently and confidently during presentation and questions. The body language of most presenters conveyed enthusiasm and confidence.</td>
<td>(15-19)</td>
</tr>
<tr>
<td>Only a few presenters spoke authoritatively and usually without reference to notes. Only a few presenters spoke fluently and confidently during presentation and questions. The body language of only a few presenters conveyed enthusiasm and confidence.</td>
<td>(10-14)</td>
</tr>
<tr>
<td>Very few or no presenters spoke authoritatively and usually without reference to notes. Very few or no presenters spoke fluently and confidently during presentation and questions. The body language of very few or no presenters conveyed enthusiasm and confidence.</td>
<td>(0-9)</td>
</tr>
</tbody>
</table>
Appendix 2: Sample Skills Audit & Personal Development Plan

A skills audit helps you consider your strengths and areas for development. If you’ve rated yourself as confident or really confident in a particular skill, that’s great but you will need to prove this to future employers by giving specific examples / evidence.

Skills Audit Example:

<table>
<thead>
<tr>
<th>Key professional skills for employability (not an exhaustive list...)</th>
<th>How competent am I in this skill? What specific examples / evidence do I have that proves this?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong> – Get your message across in a clear and concise way both verbally and in writing to individuals and groups. Understand body language, create logical argument and be sensitive to the needs and knowledge of your audience.</td>
<td></td>
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<tr>
<td><strong>Team Work</strong> – Work effectively with others towards a goal. Motivate and support others while respecting what they say and negotiating outcomes to benefit everyone.</td>
<td></td>
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<tr>
<td><strong>Problem-solving</strong> – Think logically to overcome difficulties. Be flexible when unexpected obstacles occur and be creative in finding solutions or better ways of doing things.</td>
<td></td>
</tr>
<tr>
<td><strong>Commercial awareness</strong> – Understand business goals and company values. Be aware of economic, political and environmental issues affecting the sector. Appreciate financial concepts and issues.</td>
<td></td>
</tr>
<tr>
<td><strong>Planning and organising</strong> – Set objectives and establish priorities. Schedule your time to fit in all responsibilities. Coordinate with others and anticipate issues to avoid difficulties.</td>
<td></td>
</tr>
<tr>
<td><strong>Numerical skills</strong> – Make simple calculations, identifying trends and patterns to draw conclusions from numerical information.</td>
<td></td>
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</table>

Additional skills to consider may include: Literacy; Analysis & Decision Making; Leadership; Negotiation; Project Management; Computer Literacy; Creativity & Innovation; Integrity; Resilience and ability to handle pressure etc.
Personal Development Plan (PDP) Example:

If you’ve rated yourself as weaker in any skill within your Skills Audit, this may be because you haven’t yet had a chance to develop in this area. A Personal Development Plan (PDP) gives you the opportunity to consider how you could improve in that particular skill.

<table>
<thead>
<tr>
<th>Objective (What skill do I want to develop?)</th>
<th>Steps to achieving objective (How will I develop this skill? Include specific details)</th>
<th>Timeline (When will I develop this skill?)</th>
<th>Outcome (How will I know when I’ve achieved objective?)</th>
<th>Support Required (Who/what do I need to help me achieve objective)</th>
</tr>
</thead>
<tbody>
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</table>

**N.B.** For Assignment 1, your Skills Audit (Part A) will not be assessed but it must be completed and submitted for you to receive a grade for your Personal Development Plan (Part B). Your Skills Audit will be a useful document to maintain as you proceed through College and beyond.
Appendix 3: Additional Resources

General Careers Support

- Imperial College London Careers Service – explore your options
  - www.imperial.ac.uk/careers/exploring-your-options
- Prospects Planner www.prospects.ac.uk/planner
- Target Careers Report www.targetjobs.co.uk/careers-advice/career-planning
- Articles and information on careers and employability - www.businessballs.com/

Understanding the Job Market and Employability skills

- Page 48, Exhibit 54 of CBI / Pearson Education and Skills Survey July 2016 -
  CBI / Pearson Education and Skills Survey July 2016
- AGR / CIHE / CFE Report ‘Global Graduates into Global Leaders’ -
  www.ucml.ac.uk/sites/default/files/shapingthefuture/101/CIHE%20%201111GlobalGradsFull.pdf
- NUS CBI Guide to Employability ‘Working towards your future – Making the most of your time in higher education’ -
  www.nus.org.uk/Global/CBI_NUS_Employability%20report_May%202011.pdf See
  Executive Summary of CIHE report ‘Global Graduates into Global Leaders’

CV, Application and Interview Support

- Imperial College London Careers Service – the application process
  - www.imperial.ac.uk/careers/application-process/
- Interview simulator http://myinterviewsimulator.com/
- PWC interview e-learn http://elearn.pwc.co.uk/interview/
- PWC psychometric e-learn http://elearn.pwc.co.uk/psychometric/

Presentation skills

- Present Like Steve Jobs - https://youtu.be/RHX-xnP_G5s
- Olivia Mitchell - www.speakingaboutpresenting.com
- Richard Mayer - www.presentationzen.com
- Nonverbal communication Ted talk – Amy Cuddy -
  www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en
# Appendix 4: Tutor Contacts

<table>
<thead>
<tr>
<th>Mark Allen</th>
<th><a href="mailto:m.allen@imperial.ac.uk">m.allen@imperial.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Carruthers</td>
<td><a href="mailto:r.carruthers@imperial.ac.uk">r.carruthers@imperial.ac.uk</a></td>
</tr>
<tr>
<td>Katie Dallison</td>
<td><a href="mailto:k.dallison@imperial.ac.uk">k.dallison@imperial.ac.uk</a></td>
</tr>
<tr>
<td>Jane Pooler</td>
<td><a href="mailto:j.pooler@imperial.ac.uk">j.pooler@imperial.ac.uk</a></td>
</tr>
<tr>
<td>Rachel Power</td>
<td><a href="mailto:r.power@imperial.ac.uk">r.power@imperial.ac.uk</a></td>
</tr>
</tbody>
</table>
Appendix 5: The Careers Service. Services for students.

Imperial College London Careers Service offers a range of services and support:

- Online information
- Seminars & workshops
- Careers fairs, forums, talks & workshops
- 20 Minute Consultations
- 40 Minute Consultations (by referral)
- Mock Interviews
- CV pop ups
- Careers libraries... and much more!

To discover more please visit [www.imperial.ac.uk/careers](http://www.imperial.ac.uk/careers).

Your success. Our goal.

Level 5, Sherfield Building
South Kensington Campus