

Job Interview Assessment Task

Course	
Subject	
Year Level	Third year
Weighting	

Learning outcomes

1. Conduct a discipline-specific job search
2. Deconstruct a position description to demonstrate alignment to course and subject learning outcomes
3. Participate in an interview for the position
4. Review your interview and the interviews of two peers

Task description

You will conduct a job search to source a job advertisement that is relevant to your chosen field. You will then deconstruct your chosen job advertisement to identify the employability skills, knowledge and experience specified, and then detail, using the table provided, how and why these employability capabilities align to the learning outcomes of this course and subject. The table you complete must be submitted via LearnJCU. You will use your table to brainstorm examples that will enable you to evidence your capabilities and suitability for the position in the interview.

The interview component of this assessment task will be undertaken and recorded via [Big Interview](#). Instructions on how to use Big Interview, and steps for interview success, are provided to assist you to practice and prepare for the interview.

You will review your best interview recording and share it with two peers for peer review. You will reciprocate by reviewing the interviews that you receive from two peers. You may choose to incorporate the feedback that you receive from your peers to produce a final interview recording for assessment. The link to the peer reviewed interview recording and, where relevant, a final interview recording, must be submitted via LearnJCU. Further details are provided below.

Learning Outcome	Learning Activity	Assessment	Due Date
1	Discipline-specific job search	-	
2	Identify employability skills, knowledge and experience in position description Demonstrate alignment of identified employability capabilities to course and subject learning outcomes (Must complete table and submit to LearnJCU along with chosen position description)	Table of skills, knowledge and experience aligned to course and subject learning outcomes	
3	Prepare for the interview	-	
	Participate in and record the interview using Big Interview	-	

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Learning Outcome	Learning Activity	Assessment	Due Date
4	Review your interview and the interviews of two peers (Select your best interview recording and send the link to this recording to two peers for peer review)	-	
	Option to record another interview in light of peer feedback and submit the link to this final interview, in addition to the link to the reviewed recording, via LearnJCU	Interview(s)	

Discipline-specific job search

Your lecturer may post links to discipline-specific job search sites on LearnJCU. In addition to these, you may wish to refer to the [job search tips](#) from JCU Careers and Employment.

This assessment task does not require you to source a job advertisement that includes a response to selection criteria. However, the position description must mention at least five skills or areas of knowledge and/or experience required by the employer to enable you to demonstrate how and why these align to the learning outcomes of this course and subject.

Table of employability skills, knowledge and experience

Analyse the requirements of the position as detailed in your chosen job advertisement. You will use the following table to:

1. Identify the employability skills, knowledge and experience mentioned in the position description;
2. Demonstrate alignment, where applicable, to the learning outcomes of this course and subject.

Once completed, submit your table via LearnJCU along with your chosen position description.

Sample job advertisement

Field Ecologist – Cape York mining industry

Post-grad students (3 positions) required to complete a government-funded fauna survey program. Suitable applicants will be employed on a casual basis until the end of the year. The position will involve six week-long fieldtrips within the undisturbed areas of mining leases in the Cape York area. Suitable applicants will have the following capabilities and attributes:

- Experience in undertaking fauna field surveys and, as a minimum, a good working knowledge of NQ birds;
- Experience in navigating and mapping the bush to enable safe work practices;
- Experience in vegetation survey and a demonstrated understanding of vegetation descriptors;
- High level of fitness to walk up to 20km per day in hot and humid conditions;
- A desire to work within the ethos of the company to maximise positive environmental outcomes within an active mine site;
- Ability to work in a zero alcohol/drug environment with the possibility of random drug and alcohol testing.

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The example in the table below corresponds to the job advertisement and subject [SC3010 – Wicked Problems in Science](#), which is taught in the third year of the [Bachelor of Science](#) (all associated information is depicted below). **Please remove this example from the table that you submit.**

Table of skills, knowledge and experience aligned to course and subject learning outcomes

Identified employability skills, knowledge and experience	Related statement from the position description	Subject learning outcomes (SLOs) and course learning outcomes (CLOs) that align	Explanation as to why and how CLOs/SLOs align <small>(A brief brainstorm of examples for interview is included below, although this is not required for this component of the assessment task)</small>
<i>e.g. Safe work practices</i>	<i>Experience in navigating and mapping the bush to enable safe work practices</i>	<p><i>SLO3: Work effectively, responsibly and safely in individual and peer or team contexts</i></p> <p><i>CLO9: Critically review regulatory requirements, ethical principles and, where appropriate, cultural frameworks, to work effectively, responsibly and safely in diverse contexts</i></p>	<p><i>The ability to maintain and contribute to safe work practices is paramount to working as a scientist in the field and laboratory.</i></p> <p><i>A personal understanding of the considerations and complexities of maintaining a safe workplace is important, as well as the ability to act responsibly, within occupational health and safety regulations and guidelines. One must also be able to effectively communicate safe work practices to others to ensure the safety of all involved.</i></p> <p><i>In subject SC3010, I learned about occupational health and safety issues related to work in the field. I conducted numerous risk assessments prior to lab and field work throughout my Bachelor of Science studies, and learned about the ethical and occupational health and safety regulations and requirements related to work as a scientist. I demonstrated safe lab and field practices during individual and team oriented tasks during my studies.</i></p>

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SC3010 - Wicked Problems in Science

[Not offered in 2017]

Credit points: 3.0

Year: 2017

Student Contribution Band: Band 2

Administered by: College of Science and Engineering

The subject is a capstone experience allowing students to implement full range of cross-disciplinary knowledge in considering solutions and strategies needed to address complex and intractable real-world problems. The subject will be based on real-world examples drawn from both the local region and also the broader global tropics, as highlighted in the JCU "State of the Tropics" report. Students will employ disciplinary knowledge gained from individual majors within the BSc in interdisciplinary teams in order to explore the relationships between drivers and constraints in four problem-solving, scenario-based activities

Learning Outcomes

- Effectively synthesise and communicate results from a broad range of scientific disciplines;
- Communicate complex issues using a range of modes (oral, written, visual) for a variety of purposes and audiences;
- Work effectively, responsibly and safely in individual and peer or team contexts;
- Demonstrate a coherent understanding of the complexities of science-based investigation and its place within current global environmental practices.

Prerequisites: SC2202 OR SC 2009

Note: Minor variations might occur due to the continuous curriculum quality improvement process, and in case of minor variation(s) in assessment details, the Subject/Module Outline represents the latest official information.

Bachelor of Science Course Learning Outcomes

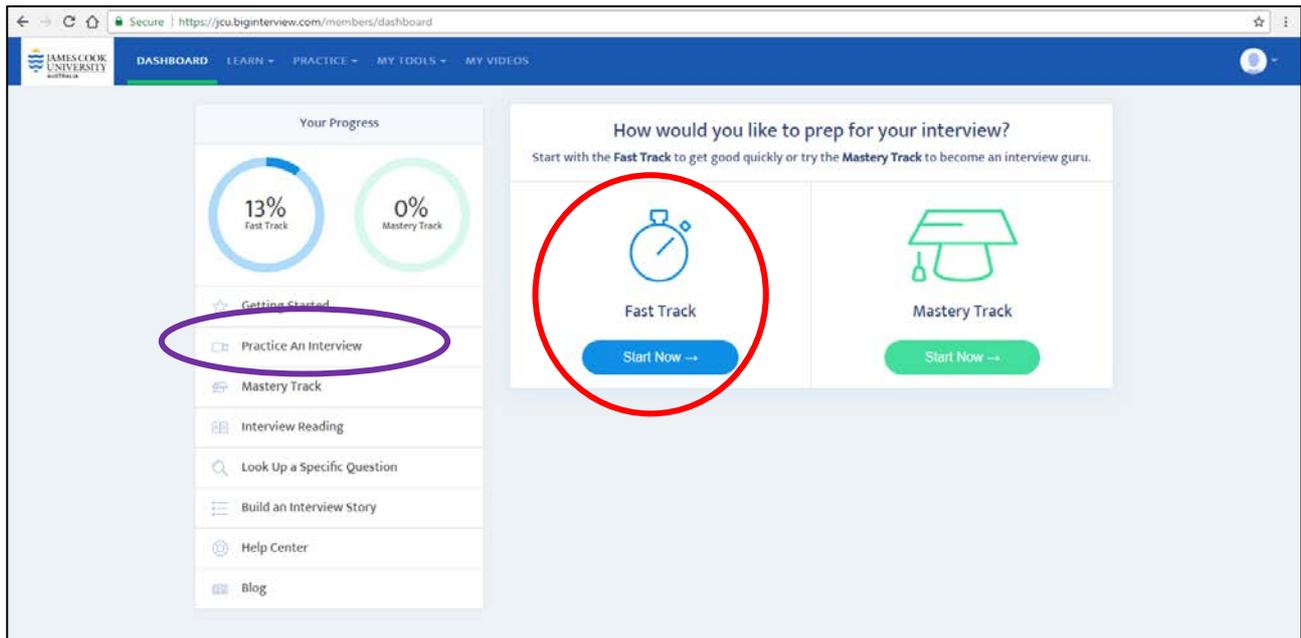
1. Integrate and apply a coherent body of theoretical and technical knowledge, including underlying concepts and principles, in one or more science disciplines;
2. Critically appraise the role and relevance of science in society, particularly in creating sustainable futures in the tropics, worldwide;
3. Demonstrate broad understanding of the methods of science, including the creative processes involved in developing scientific knowledge, and its contestable and testable nature;
4. Retrieve, analyse, synthesise and evaluate information from a range of sources;
5. Plan and conduct reliable, evidence-based laboratory and/or field experiments by selecting and applying methods, techniques and tools, as appropriate to one or more science disciplines;
6. Organise, analyse and interpret scientific data using mathematical, statistical and technological skills;
7. Convey scientific ideas, arguments and conclusions clearly and coherently through well-developed written and oral communication skills and a variety of media;
8. Identify, analyse and generate solutions to unpredictable or complex problems by applying scientific knowledge and skills with initiative and well-developed judgement;
9. Critically review regulatory requirements, ethical principles and, where appropriate, cultural frameworks, to work effectively, responsibly and safely in diverse contexts;
10. Reflect on current skills, knowledge and attitudes to manage their professional learning needs and performance, autonomously and in collaboration with others.

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Prepare for the interview

The following steps will prepare you for interview success:

1. Complete the [Interviews module](#) of the JCU Career Development Program or read the [Interviews information sheet](#) prepared by JCU Careers and Employment.
2. Register with [Big Interview](#).
3. Once you have access to Big Interview, accept the guided tour to familiarise yourself with the platform. The Big Interview members' dashboard is depicted below:

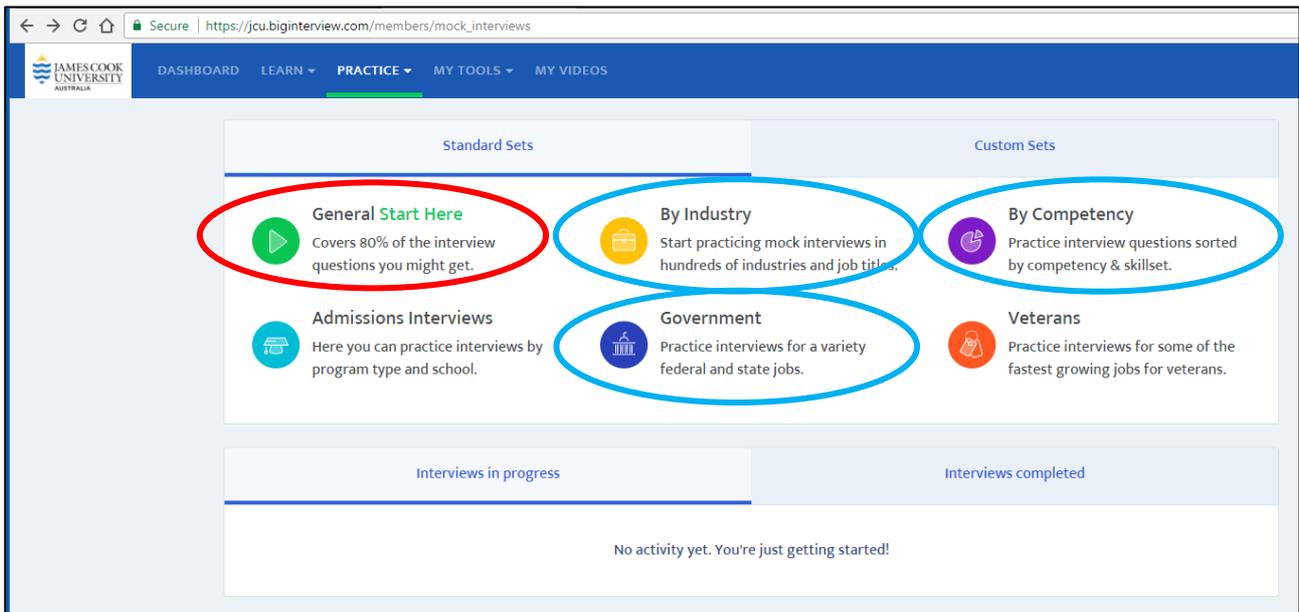


4. Choose the **Fast Track** option (circled in red in the image above) to prepare for your interview. Select **Table of Contents** to select modules that you believe you will find most beneficial (the entire Fast Track program can be completed in less than two hours).
5. Use the STARL framework (**S**ituation; **T**ask; **A**ction; **R**esult; **L**earning) to brainstorm examples that demonstrate and evidence the employability capabilities that you identified in your table. Thinking through examples in this way, and considering how you might best explain them to the employer, is an important step to undertake prior to any interview. During the interview, you want to be able to speak with clarity and confidence to demonstrate to the employer why you are the ideal candidate for the advertised job.

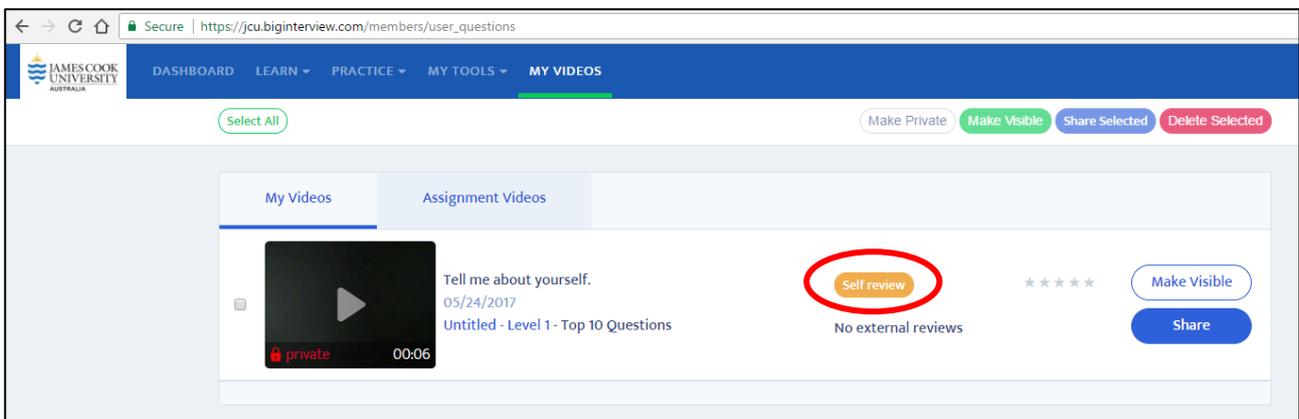
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Participate in and record the interview

1. First, select **Practice An Interview** (in the menu option as circled in purple in the image above; or in the top menu bar select **Practice > Practice Interviews**).
2. To practice, choose a relevant **Standard Set** option (one of those circled in blue below) or select the **General Start Here** set (circled in red below). Each set comprises different questions to which you will respond.



3. Select **Record** and **Play** when you are ready to begin.
4. Select **Next question** to progress through an interview and select **Stop recording** when you have completed the entire question set.
5. Select **Save** and then **My videos** (a menu option at the top of the Big Interview window). You should be able to see all your video recordings listed as shown in the image below.

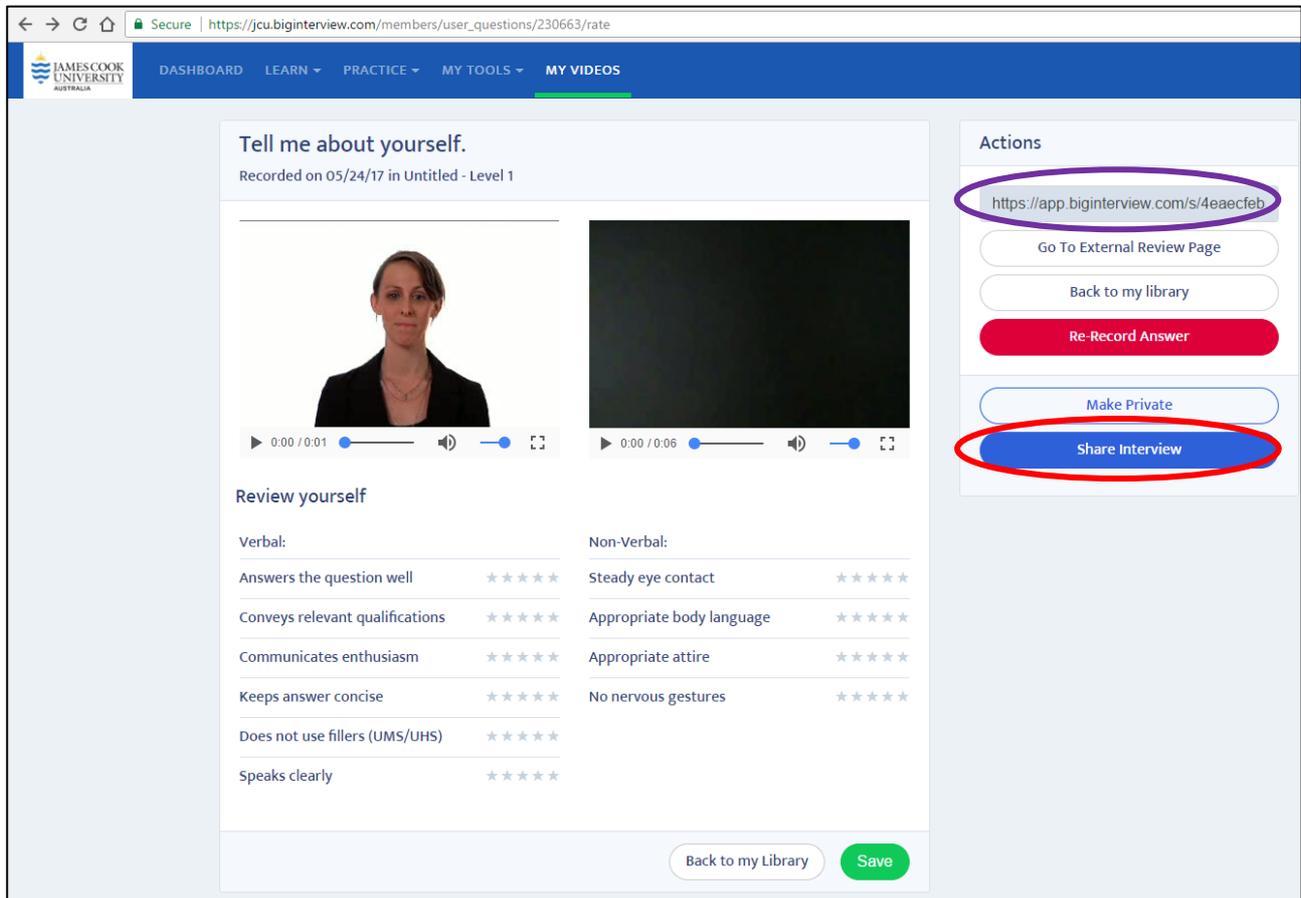


You may practise interviewing as many times as you wish, and view interview recordings to learn and improve your performance each time. It is recommended that you practice at least one interview. This is because it is much more difficult to verbally articulate your responses in an interview than it is to think through examples in your head.

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Review your interview and the interviews of two peers

1. Select **Self review** (circled in red above) to review your best interview. The review page requires you to use a 5-star rating system to review several verbal and non-verbal aspects of your interview as shown below.



The screenshot shows the 'Tell me about yourself' review page. The video player shows a woman speaking. The 'Review yourself' section includes the following criteria and ratings:

Verbal:	Non-Verbal:
Answers the question well ★★★★★	Steady eye contact ★★★★★
Conveys relevant qualifications ★★★★★	Appropriate body language ★★★★★
Communicates enthusiasm ★★★★★	Appropriate attire ★★★★★
Keeps answer concise ★★★★★	No nervous gestures ★★★★★
Does not use fillers (UMS/UHS) ★★★★★	
Speaks clearly ★★★★★	

The 'Actions' sidebar contains the following options:

- https://app.biginterview.com/s/4eaeefeb (circled in purple)
- Go To External Review Page
- Back to my library
- Re-Record Answer
- Make Private
- Share Interview (circled in red)

2. After reviewing your best interview, select **Share Interview** (circled in red above) to email your best interview recording to two peers for peer review.
3. Once all reviews of your best interview recording are complete, copy the video link (circled in purple in the image above) and submit this link via LearnJCU.
4. You have the option to record and submit a final interview recording based on the feedback you have received from peers. If you do undertake another interview, you will need to submit this link via LearnJCU in addition to the link for the reviewed recording.

IMPORTANT: Your lecturer will tell you which interview question set to use for assessment purposes. It may be a **Custom Set** or a particular **Standard Set**. Please follow their instructions.

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Implementation Guide for Staff

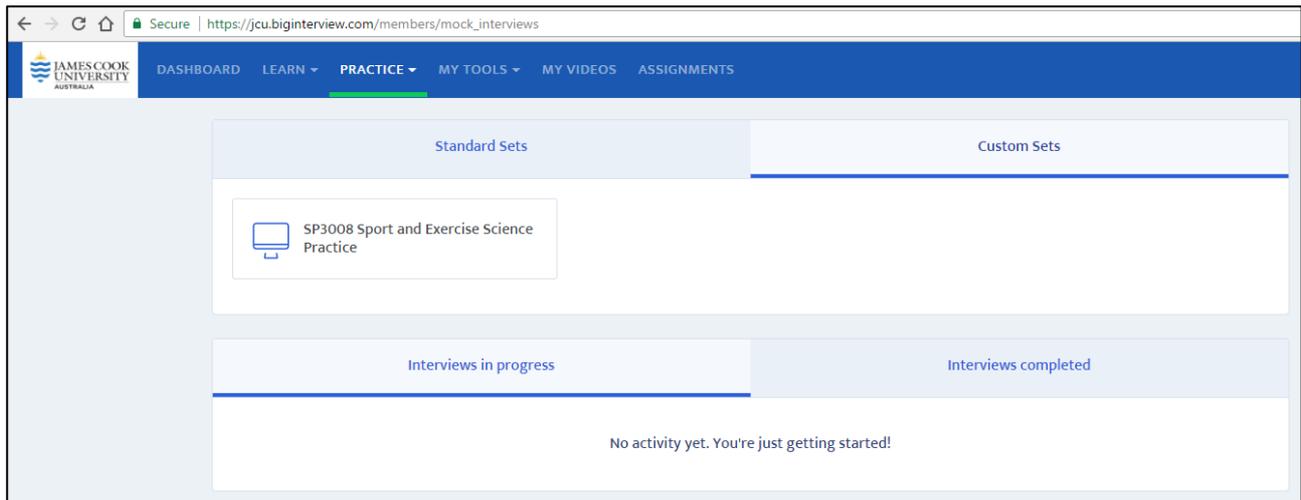
Learning Outcome	Learning Activity	Delivery Mode	Assessment type: title
1	Discipline-specific job search	Independent study or during a tutorial	-
2	Identify employability skills, knowledge and experience in position description Demonstrate alignment of identified employability capabilities to course and subject learning outcomes (Must complete table and submit to LearnJCU along with chosen position description)	Tutorial to provide instruction followed by independent study	Summative: Table of skills, knowledge and experience aligned to course and subject learning outcomes
3	Prepare for the interview	Independent study	
	Participate in and record the interview using Big Interview	Independent study	Formative: Interview
4	Review your interview and the interviews of two peers (Students select their best interview recording and send the link to this recording to two peers for peer review)	Self-review: independent study Peer-review: collaborative online	Formative: Review of own interview Formative (for reviewee): Review of interviews of two peers
	Option to record another interview (in light of feedback). Students need to submit the link to the final recording and the link to the reviewed recording via LearnJCU	Independent study	Summative: Interview(s)

As previously mentioned, you will need to decide on which question set you will require your students to interview. You have two options:

1. Select from a Standard Set
2. Design a Custom Set for your subject (as shown below for SP3008 Sport and Exercise Science Practice)

If you chose to design a Custom Set, the staff at [JCU Careers and Employment](#) can assist. A Custom Set is customised to the discipline and contemporary workforce. Within a Custom Set, discipline-specific tips can be embedded to provide students with discipline/industry-specific suggestions for how to effectively respond to particular questions.

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Option to incorporate reflection and evaluation criterion

You may wish to incorporate the criterion *Reflective and evaluative thinking*. If you decide to assess this criterion, the following questions are recommended:

Questions for self-reflection of interview performance

1. In which aspects of the interview did you excel (elaborate three key areas)?
2. In which aspects of the interview could you improve?
3. What actions can you take to improve these aspects?

Questions for peer evaluation of interview performance

1. Provide your peer with feedback on the aspects that worked well in their interview (elaborate on three positive aspects).
2. Suggest an aspect in which they could improve.

This *Reflective and evaluative thinking* component could be undertaken in Microsoft Word and submitted via LearnJCU. Alternatively, the self-reflection questions could be undertaken in PebblePad, and the link submitted via LearnJCU (instructions provided below).

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PebblePad instructions

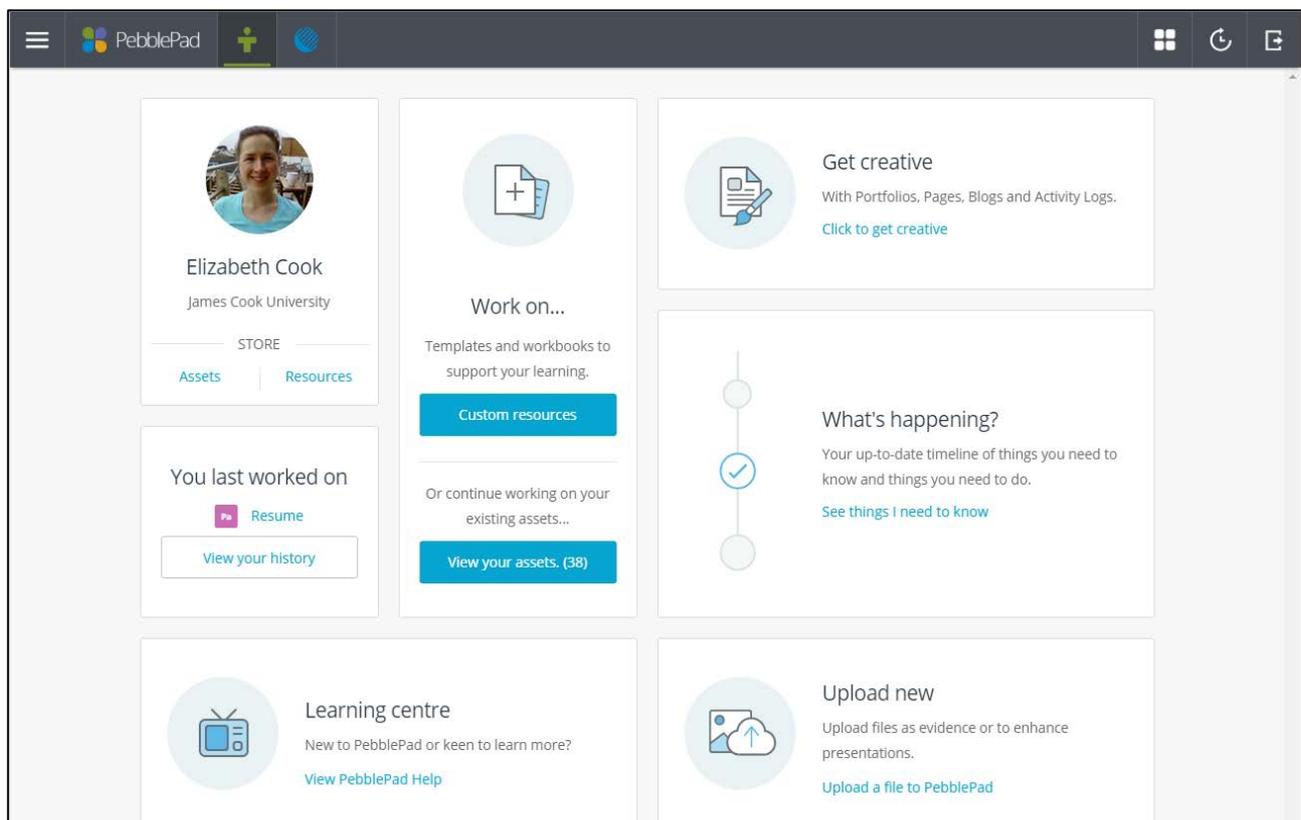
Access PebblePad templates by following these steps:

1. Go to <https://v3.pebblepad.com.au/login/jcu/Login>
2. Log into PebblePad
3. Select **Resources** (see screenshot below)
4. Select the resource that your lecturer has asked you to use
5. Complete your reflection, saving as you go (**Save** is located at the top left, beside **Preview**)

Once completed:

6. Select **I want to...**
7. Select **Share** (I would like to share this)
8. Select **Share asset with the web**
9. Select **Copy this URL** and paste the URL into a Microsoft Word document
10. Select **Update share** and exit PebblePad
11. Submit the Word document with the URL via LearnJCU

If you experience trouble with PebblePad, help can be accessed within the platform or via <https://www.jcu.edu.au/learning-and-teaching/learning-design/blended-learning/teaching-with-technology/pebblepad/pebblepadv5>



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Key terms

You may wish to provide students with the following definitions:

Graduate employability

A “set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.” ([Yorke, 2006, p. 8](#)).

Evidenced by the application of a mix of personal qualities and beliefs, understandings, skillful practices and the ability to reflect productively on experience (Yorke, 2006), graduate employability goes beyond the simplistic notion of the university providing graduates with skills to get a job. In the context of a rapidly changing and unpredictable future labour market, to remain employable, individuals need “skills, knowledge, resilience, focus and tenacity to stay marketable and be the equivalent of a desired commodity.” ([Kinash, et al., 2014, p. 8](#))

Skills

Competencies needed to perform the job or certain tasks, e.g. communication skills, teamwork, analytical and problem solving skills, personal management skills, interpersonal effectiveness, digital literacy, leadership or management skills, learning skills, academic competence in reading and math, strong work values.

Knowledge

Facts, information or skills, acquired through experience and/or education, required for the job – not always mentioned in a position description.

Experience

Demonstrated mastery of a situation or subject gained through involvement or exposure; may be either, accumulated over time or gained through exposure to a single and specific momentary event.

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Task Rubric

Criteria	Outstanding (80%-100% or Upper D to HD)	Sound (65%-79% or C to mid D)	Satisfactory (50%-64% or P)	Unsatisfactory (0%-49% or N)
Table				
Understanding and synthesis	<ul style="list-style-type: none"> Demonstrates a sophisticated understanding of the alignment of identified employability skills, knowledge and experience to course/subject learning outcomes 	<ul style="list-style-type: none"> Demonstrates a sound understanding of the alignment of identified employability skills, knowledge and experience to course/subject learning outcomes 	<ul style="list-style-type: none"> Demonstrates a basic understanding of the alignment of identified employability skills, knowledge and experience to course/subject learning outcomes 	<ul style="list-style-type: none"> Demonstrates a limited understanding of the alignment of identified employability skills, knowledge and experience to course/subject learning outcomes
Written communication	<ul style="list-style-type: none"> Adopts highly cohesive and fluent language to convey understandings Uses correct grammar, punctuation and spelling throughout 	<ul style="list-style-type: none"> Adopts cohesive and fluent language to convey understandings Uses mostly correct grammar, punctuation and spelling 	<ul style="list-style-type: none"> Adopts language that conveys understandings Occasionally lapses in correct grammar, punctuation and/or spelling, but not enough to interfere with the meaning conveyed 	<ul style="list-style-type: none"> Adopts language that lacks cohesion and fluency Makes frequent errors in grammar, punctuation and/or spelling that interfere with the meaning conveyed
Interview				
Articulating skills set, experience and job fit	<ul style="list-style-type: none"> Provides strong and convincing evidence of demonstrated employability skills, knowledge and experience in interview 	<ul style="list-style-type: none"> Provides strong evidence of demonstrated employability skills, knowledge and experience in interview 	<ul style="list-style-type: none"> Provides some evidence of demonstrated employability skills, knowledge and experience in interview 	<ul style="list-style-type: none"> Provides little or no evidence of demonstrated employability skills, knowledge and experience in interview
Verbal communication	<ul style="list-style-type: none"> Applies highly effective communication skills, as evidenced by clear and logical responses to interview questions and minimal or no use of verbal fillers (e.g. 'um' and 'ah') 	<ul style="list-style-type: none"> Applies strong communication skills, as evidenced by clear responses to interview questions and minimal use of verbal fillers (e.g. 'um' and 'ah') 	<ul style="list-style-type: none"> Applies sound communication skills, as evidenced by mostly clear responses to interview questions and occasional use of verbal fillers (e.g. 'um' and 'ah') 	<ul style="list-style-type: none"> Applies poor communication skills, as evidenced by simplistic and/or unclear responses to interview questions and frequent use of verbal fillers (e.g. 'um' and 'ah')
Appearance and body language	<ul style="list-style-type: none"> Adopts a highly professional standard of dress and maintains positive body language throughout (e.g. steady eye contact, no fidgeting, confident demeanour) 	<ul style="list-style-type: none"> Adopts a professional standard of dress and displays mostly positive body language (e.g. steady eye contact, avoids fidgeting) 	<ul style="list-style-type: none"> Adopts a satisfactory standard of dress and displays some positive body language (e.g. mostly steady eye contact, some fidgeting) 	<ul style="list-style-type: none"> Adopts an inappropriate standard of dress and displays little positive body language (e.g. lack of eye contact, frequent fidgeting)

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Option to incorporate the following criterion:

Criteria	Outstanding (80%-100% or Upper D to HD)	Sound (65%-79% or C to mid D)	Satisfactory (50%-64% or P)	Unsatisfactory (0%-49% or N)
Reflection and evaluation				
Reflective thinking (self)	<ul style="list-style-type: none"> Insightfully reflects to identify aspects of the interview that were a success and aspects that could be improved Identifies a comprehensive and viable set of actions to improve future interview performance 	<ul style="list-style-type: none"> Reflects to identify aspects of the interview that were a success and aspects that could be improved Identifies viable actions to improve future interview performance 	<ul style="list-style-type: none"> Reflects to identify some aspects of the interview that were a success and others that could be improved Identifies some actions to improve future interview performance 	<ul style="list-style-type: none"> Has difficulty reflecting on aspects of the interview that were a success or could be improved Does not identify actions to improve future interview performance
Evaluative thinking (peer)	<ul style="list-style-type: none"> Provides comprehensive and constructive feedback to peers on the quality of their interviews 	<ul style="list-style-type: none"> Provides constructive feedback to peers on the quality of their interviews 	<ul style="list-style-type: none"> Provides some constructive feedback to peers on the quality of their interviews 	<ul style="list-style-type: none"> Provides little or no feedback to a peers on the quality of their interviews