

## Job Application Assessment Task – First Year Students

<b>Course</b>	
<b>Subject</b>	
<b>Year Level</b>	First year
<b>Weighting</b>	

### Learning Outcomes

1. Conduct a job search
2. Deconstruct a position description to develop a tailored professional resume and cover letter
3. Reflect on new learnings and one's own employability

### 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 how you meet those criteria (see example, page 3). You will use this information to assist you in constructing a resume and cover letter tailored to your chosen job advertisement. Both the resume and cover letter will be submitted via LearnJCU.

The final component of this assessment task will be your reflection. You will reflect on what you learned about the job search and job application process, as well as your own employability. Although your reflection will be completed in PebblePad, using a specified template, you will need to submit the link to your reflection via LearnJCU. Further details are provided below.

Learning Outcome	Learning Activity	Assessment	Due Date
1	Job search	-	
2	Identify employability skills, knowledge and experience in job advertisement	Table of employability skills, knowledge and experience	
	Construct a tailored resume and cover letter	Resume Cover letter	
3	Reflect on new learnings and your employability in PebblePad	Reflection	

### 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.

Some job advertisements require you to respond to selection criteria. This assessment task does not require a response to selection criteria. You will: (1) search for a job advertisement that does not require a response to selection criteria, or (2) use a job advertisement that does require a response to selection criteria, but instead focus on writing a high-quality cover letter, supported by your tailored resume.

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### Table of employability skills, knowledge and experience

Analyse the requirements of the position that are detailed in the job advertisement. Use the sample table (see page 3) to demonstrate that you can identify the employability skills, knowledge and experience mentioned in your chosen job advertisement.

In addition, you need to provide real examples of instances where you have demonstrated or developed these identified aspects of employability. Examples should be used in your cover letter to clearly articulate to the employer why you are the ideal candidate for the advertised job. Once completed, submit your table via LearnJCU.

Here's an example based on the following job advertisement on the job search website [Seek](#).

#### Receptionist (Entry Level)

We are currently seeking a casual Receptionist (<40hrs per week) who loves being organized, dealing with people, multitasking, and working in a positive and fun environment. The ideal candidate needs to be a fast learner who is extremely confident with common computer applications (e.g. Microsoft Office Suite) and has a positive/upbeat character which shines through on the telephone and in person.

We are inviting applicants with the following skills to apply:

- Previous reception experience (advantageous)
- Knowledge of Booksteam Booking system (advantageous)
- Ability to prioritize and multitask
- Excellent communication skills and customer service
- High attention to detail
- Initiative

Your key duties and responsibilities will include:

- Scheduling client appointments
- Checking validity of online bookings
- Answering incoming calls
- Responding to SMS enquiries
- Maintaining our various email accounts
- Processing client billing
- Updating and maintaining client records
- General administration support

If you can address the above selection criteria please click on Apply to submit your CV AND application letter.

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Example employability skills, knowledge and experience:

Identified employability skills, knowledge and experience	Statement that mentioned this in the position description	Your own example of your demonstrated ability of this aspect of employability required
Communication	Excellent communication skills	I have two years' experience working part-time on the register at my local Coles supermarket. This position has enabled me to develop strong skills in customer service as well as the ability to communicate effectively with people of all ages and backgrounds.

## Resume

Use the following information to help you to construct an achievement oriented resume tailored to your chosen job advertisement.

### Remember:

- In Australia, resumes are typically 3-4 pages' length, unless otherwise specified by the employer.
- Tailor your resume to the position description and the employer's expectations.
- Use a simple and professional layout with consistent styling.

### Personal Details

- First name, surname, residential address, contact phone number and email.
- Ensure that your email address is professional: partygirl@hotmail.com is not appropriate, sarahjones@hotmail.com is appropriate.
- LinkedIn URL – ensure that your LinkedIn profile is up to date.

### Career Objective

- Optional.
- If included, ensure that it is tailored to the specific employer/position description and highlights your key skills.

### Education

- Tertiary and high school – only list high school education if you are a recent school leaver and have relevant achievements to list.
- Include the dates, course title, and institution name.
- Highlight key accomplishments and activities relevant to the position description.
- List the most recent education experience first and work backwards (reverse chronological order).

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### Training and Professional Development

- Include the date, course title, institution name, and length of course.
- List in reverse chronological order.

### Key Professional Skills

- Optional.
- If included, provide 3-4 points of skills relevant to the specific position description, with a sentence or two (maximum) to evidence how each skill was developed.

### Course Placements

- Also referred to as **Clinical Placement** or **Work Integrated Learning Experience** or **Work Experience**.
- Use bullet points to highlight relevant achievements and responsibilities.
- List in reverse chronological order.

### Employment History

- Use bullet points to list your key responsibilities and achievements for each role – these must be relevant to the position description.
- Provide a clear and concise indication of the complexity of the responsibilities listed, and the outcomes achieved – do not simply list a generic duty statement.
- List in reverse chronological order.

### Community Involvement

- Also referred to as **Volunteer Work**.
- List in reverse chronological order.
- Remove this section if there is nothing to include.

### Memberships

- Include memberships of professional or industry bodies (some associations have student memberships).
- Remove this section if there is nothing to include.

### Hobbies and Interests

- Optional.
- Include this section only if it reinforces your message of suitability for the advertised position, e.g. team sport participation to reinforce the message of having experience working effectively in teams.

### Referees

- Supervisor/Manager/Academic. Avoid personal referees. Usually 2 to 3 people.
- Include each referee's title, company, email, and contact phone number.
- Hard copy references are generally not required.

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### Cover Letter

The general structure of a cover letter is outlined below. Use it to help you to construct a cover letter tailored to your chosen job advertisement. Ensure that your letter is no longer than one page.

A cover letter is your opportunity to sell yourself to a prospective employer. Give relevant and recent examples of your experiences, demonstrated skills and knowledge, and personal qualities that align to the position description. Explain why you are the preferred applicant for the position.

Here's an example:

Applicant's address

Employer's address

Date

Dear [title and name, if possible],

Paragraph 1: Introduce yourself and indicate which opportunity you are applying for, and what you are studying, for example:

*"I wish to apply for the position of [job title] with [company name], as advertised on..."*

*"As part of my Bachelor of Business studies, I am looking to gain work experience/work placement/WIL at [company name]..."*

Paragraph 2: Outline your relevant skills, qualifications, and experience appropriate to the position, for example:

*"My studies in [specify area/s] and my active participation in [specify area or organisation]... has allowed me to develop..."*

Paragraph 3: Make links between your skills and the skills that the employer is requesting. Show the employer that you have researched the company/workplace by highlighting some information about it in your letter. Express why you wish to work for the employer, and why you would be a valuable contributor. For example:

*"I am able to assist your company because..."*

*"I am aware that [company name] is..."*

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Paragraph 4: Conclude by suggesting that you would like to discuss your application further and indicate how you can be contacted. Finally, thank the employer for considering your application. For example:

*“I would value the opportunity to discuss this with you and can be contacted by mobile phone...”*

Yours sincerely,

[Space for applicant’s signature]

Applicant’s name

### Tips for a successful resume and cover letter

1. Ensure both documents are formatted in a professional and presentable manner.
2. Ensure correct grammar, punctuation, and spelling throughout. Demonstrate your ability to convey information clearly and fluently using high-quality written language.
3. Use action verbs ([resource](#)) to describe the skills you have applied.
4. Ensure that your application is appropriate for the intended audience.
5. Use the following JCU Careers and Employment Service resources to build your knowledge and enhance the quality of your resume and cover letter:
  - [JCU Career Development Program module – Resumes and Cover Letters](#)
  - [Written applications](#) (cover letters, resumes)
  - [Example resumes](#) (generic and discipline specific)
  - [Information sheets](#) (in particular, Cover Letters and Resume FAQs)

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### Reflection

The reflection component of this assessment task requires you to reflect on:

1. Job search and job application process
  - a. What did you learn?
  - b. What did you find challenging?
  - c. What could you do better next time you apply for a job?
2. Your employability
  - a. What skills, knowledge and experience could/should you develop to enhance your employability?
  - b. How could you address these gaps? (Do you have a Career Action Plan?)

Remember to submit the link to your PebblePad reflection via LearnJCU.

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 1)
4. Select the resource that your lecturer has asked you to use (see Screenshot 2)
5. Use the resource to complete your reflection, **Save** as you go (located at the top left, beside **Preview**)

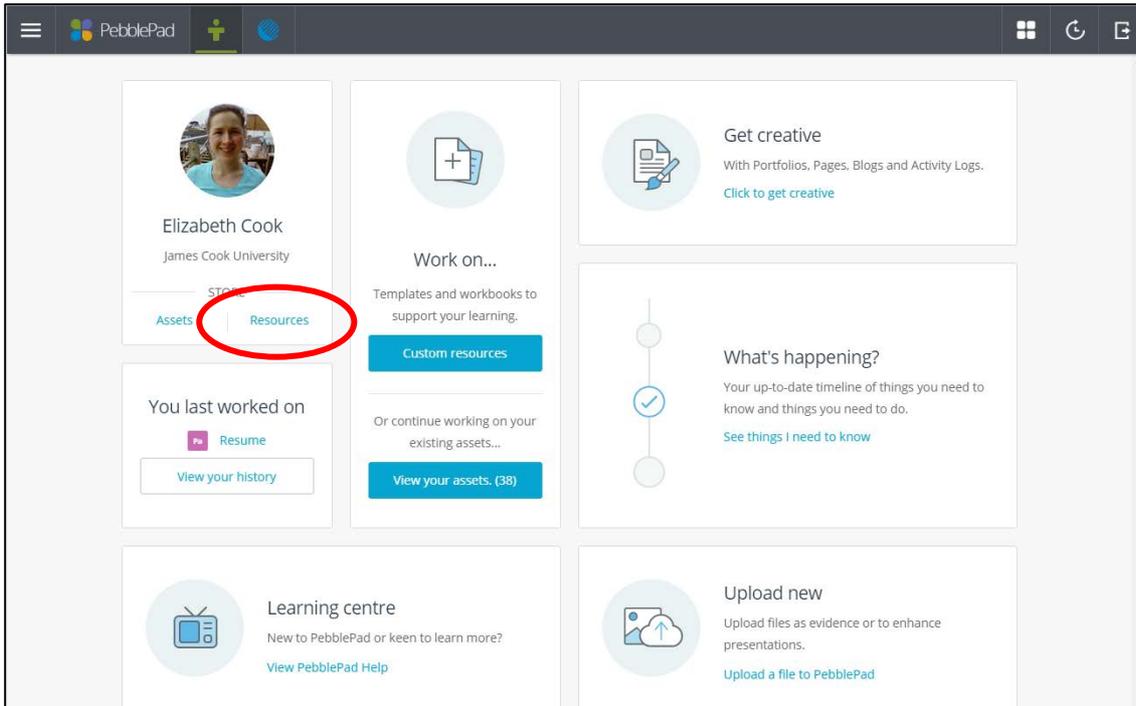
Once completed:

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 Word document.
10. Select **Update share**, and exit PebblePad
11. Submit the Word document with the URL via LearnJCU.

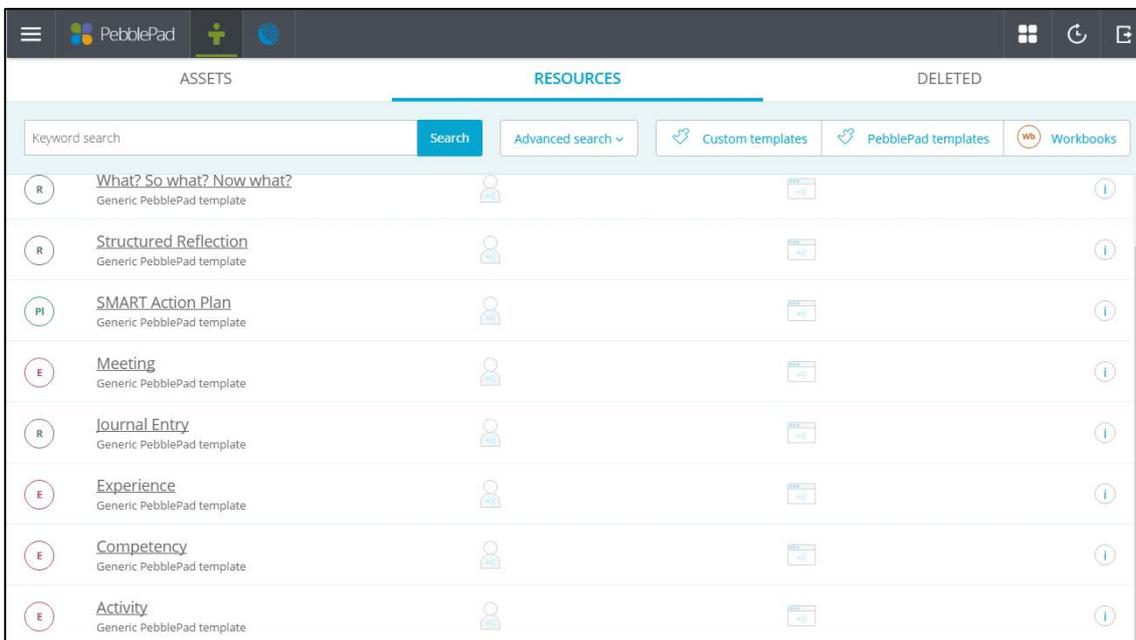
If you experience trouble with PebblePad, find help within the platform or visit the [PebblePad support webpage](#).

# Job Application Assessment Task – First Year Students

Screenshot 1



Screenshot 2



## Job Application Assessment Task – First Year Students

### Implementation Guide for Staff

It is recommended that you include a stage to check that the job advertisements sourced by students include sufficient information for them to complete a high quality and tailored application.

This stage, outlined in the highlighted section of the table below, could involve asking students to check that the job advertisements of their peers meet the requirements of the task (i.e. enable them to demonstrate strong job application writing skills). As detailed in the table, this stage could be facilitated online or in a face-to-face tutorial setting.

Learning Outcome	Learning Activity	Delivery Mode	Assessment type: title
1	Job search	Independent study	-
2	Identify employability skills, knowledge and experience in job advertisement	Independent study	Formative: Table of employability skills, knowledge and experience
	Check that job advertisement specifies at least two employability skills, knowledge, and experience descriptors (peer review)	LearnJCU discussion board thread or tutorial	
	Construct a tailored resume and cover letter	Independent study	
3	Reflect on new learnings and one's own employability in PebblePad	Independent study	Summative: Reflection

### 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.

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### Knowledge

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

### Experience

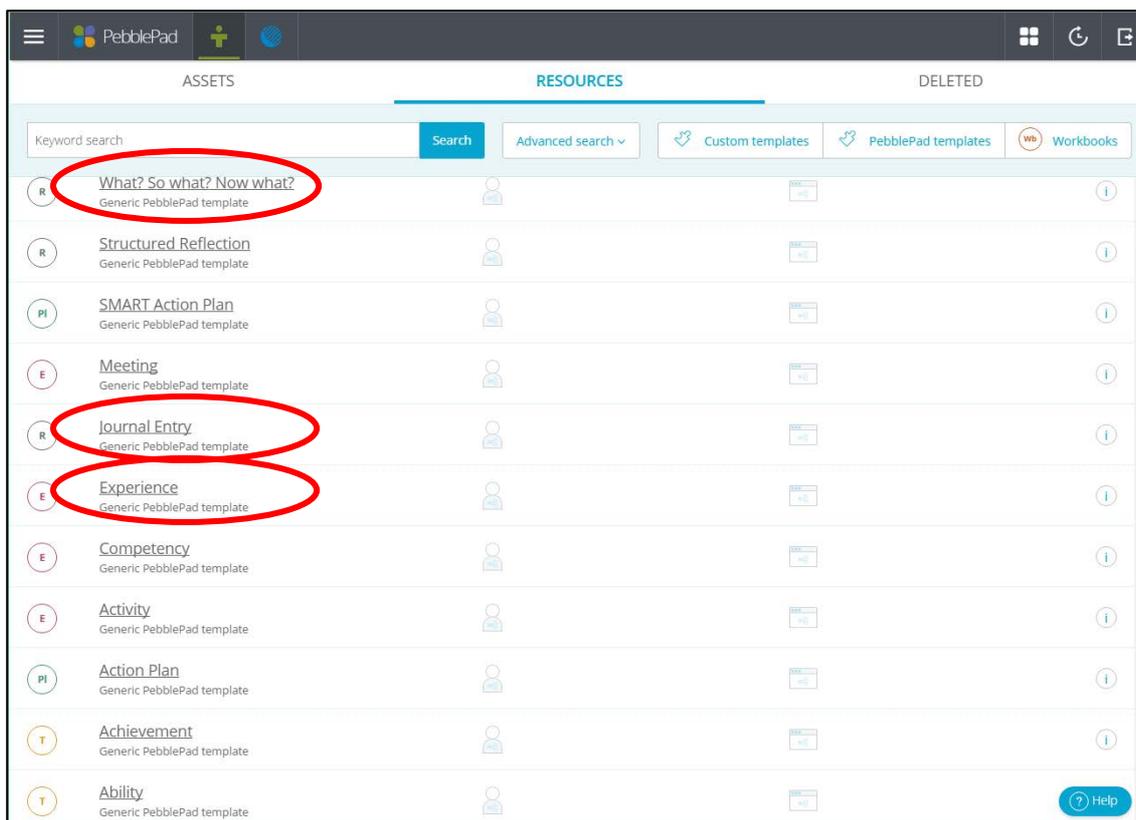
Demonstrated mastery of a situation or subject gained through involvement or exposure; may be either, accumulated over time or gained through exposure to a single and specific momentary event.

## PebblePad Templates

You need to select the template that you want students to use to complete the Reflection component of this assessment task. The most appropriate templates for reflection activities are circled in Screenshot 3.

Ensure that you let students know which template to use.

### Screenshot 3



## Job Application Assessment Task

### 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)
<b>Table</b>				
<b>Critical thinking</b>	<ul style="list-style-type: none"> <li>Comprehensively identifies employability skills, knowledge and experience from the job advertisement.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies multiple employability skills, knowledge and experience from the job advertisement.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies some employability skills, knowledge and experience from the job advertisement.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies few or no employability skills, knowledge and experience from the job advertisement.</li> </ul>
<b>Resume and Cover letter</b>				
<b>Critical thinking and evidence</b>	<ul style="list-style-type: none"> <li>Links relevant and robust evidence to the employability skills, knowledge and experience.</li> </ul>	<ul style="list-style-type: none"> <li>Links relevant evidence to the majority of identified employability skills, knowledge and experience.</li> </ul>	<ul style="list-style-type: none"> <li>Links relevant evidence to some of the identified employability skills, knowledge and experience.</li> </ul>	<ul style="list-style-type: none"> <li>Links little or no evidence to the identified employability skills, knowledge and experience.</li> </ul>
<b>Written communication – structure and style</b>	<ul style="list-style-type: none"> <li>Consistently adheres to the structure and sequencing conventions of a resume (e.g. reverse chronology, section headings) and cover letter (e.g. paragraphing).</li> <li>Adopts highly cohesive and fluent language to effectively engage the prospective employer.</li> <li>Applies visually appealing and professional formatting to highlight strengths to the prospective employer.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly adheres to the structure and sequencing conventions of a resume (e.g. reverse chronology, section headings) and cover letter (e.g. paragraphing).</li> <li>Adopts cohesive and fluent language to engage the prospective employer.</li> <li>Applies professional formatting to highlight strengths to the prospective employer.</li> </ul>	<ul style="list-style-type: none"> <li>Adheres to the structure and sequencing conventions of a resume and cover letter in parts.</li> <li>Adopts appropriate language to engage the prospective employer.</li> <li>Applies basic formatting.</li> </ul>	<ul style="list-style-type: none"> <li>Applies unconventional and inconsistent structure and sequencing to resume and cover letter.</li> <li>Adopts language that lacks cohesion and fluency and/or is inappropriately pitched to the prospective employer.</li> <li>Applies formatting that lacks professionalism and detracts from strengths.</li> </ul>
<b>Written communication – syntax and mechanics</b>	<ul style="list-style-type: none"> <li>Uses sophisticated and accurate sentence structures including the appropriate use of action verbs.</li> <li>Uses correct grammar, punctuation and spelling throughout.</li> </ul>	<ul style="list-style-type: none"> <li>Uses conventional sentence structures including the appropriate use of action verbs.</li> <li>Mostly uses correct grammar, punctuation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly conventional sentence structures with some use of action verbs.</li> <li>Occasionally lapses in correct grammar, punctuation and/or spelling, but not enough to interfere with the meaning conveyed.</li> </ul>	<ul style="list-style-type: none"> <li>Uses unconventional sentence structures with limited or no use of action verbs.</li> <li>Makes frequent errors in grammar, punctuation and/or spelling that interfere with the meaning conveyed.</li> </ul>
<b>Reflection</b>				
<b>Reflective thinking</b>	<ul style="list-style-type: none"> <li>Insightfully reflects on new learnings and employability.</li> <li>Identifies employability gaps.</li> <li>Identifies a comprehensive and viable set of actions to address employability gaps for enhanced job prospects.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on new learnings and employability.</li> <li>Identifies employability gaps.</li> <li>Identifies viable actions to address employability gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on new learnings and employability.</li> <li>Identifies employability gaps.</li> <li>Identifies some actions to address employability gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty reflecting on new learnings and employability.</li> <li>Does not identify employability gaps nor actions.</li> </ul>