CAREER AND ENTERPRISE

Year 12 Unit 4 2016

TASK 2

Career Development

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| **Career development and management**  • strategies used to manage changes in personal employment circumstances, including:   * up-skilling/retraining * individual pathway plan (IPP) analysis   • refine own electronic individual pathway plan (IPP)  • refine own electronic career portfolio  **Learning to learn**  • explore future learning options for own personal and professional development  • the benefits of workplace mentoring for both the mentor and mentee |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Learning To Learn**

**• explore future learning options for own personal and professional development**

**Learning** for its own sake brings its own advantages. For example, learning in whatever context:

* Boosts our confidence and self-esteem
* Makes us less risk averse and more adaptable to change when it happens
* Helps us achieve a more satisfying personal life
* Challenges our ideas and beliefs
* Can be fun

***EXPLORE FUTURE LEARNING OPTIONS FOR PERSONAL DEVELOPMENT***

**Personal development** planning means **thinking through**, in a structured way, questions such as:

* What do I really want to achieve from life?
* What kind of person do I want to be?
* Am I clear about my personal goals and ambitions?
* Am I making the right decisions to get me where I really want to be?
* Am I in charge of my life and my studies - or am I just hoping it all will work out somehow?

**Personal development** planning is **a very personal process**. As the word "development" suggests, it is something that happens over time. It isn’t a last minute thing and works best when you:

* Think deeply and in structured ways about your life and ambitions. What does success mean to you personally?
* Have the right information to make good choices.
* Have people you can trust to share your reflections.
* Have opportunities to experiment and test yourself in new areas so that you have a better understanding of your abilities and limits.
* Have opportunities to develop the attributes, knowledge and skills to achieve your ambitions.

**Benefits of Personal development** to include:

* A better understanding of yourself and how you ‘tick.’
* Being in a better position to make appropriate choices to meet your aspirations.
* Greater awareness of your needs and how to meet these.
* Greater awareness of the unique contribution you can make.
* Developing a positive, forward-looking approach.

Extract from: http://www.palgrave.com/studentstudyskills/page/About-personal-development/

“I have no idea what makes that guy tick.”

**ACTIVITY: Personal Attributes needed to achieve a particular goal**

The goal or ambition analysed here is :

To achieve this goal or ambition, the following attributes will probably be needed:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Attribute | Highly relevant | Maybe relevant | Not relevant | Don’t know |
| Self-knowledge and self-awareness |  |  |  |  |
| Problem-solving ability |  |  |  |  |
| A creative approach |  |  |  |  |
| Positive attitude |  |  |  |  |
| People skills |  |  |  |  |
| Team working |  |  |  |  |
| Leadership |  |  |  |  |
| Negotiating skills |  |  |  |  |
| A desire to succeed |  |  |  |  |
| A willingness to ‘do what it takes’ |  |  |  |  |
| Emotional Intelligence |  |  |  |  |
| The ability to manage personal stress |  |  |  |  |
| The ability to cope with and/or promote change |  |  |  |  |
| Self-confidence |  |  |  |  |
| Good Health |  |  |  |  |
| Self-knowledge (reflection, self-analysis) |  |  |  |  |
| Risk management |  |  |  |  |
| Ability to cope with uncertainty |  |  |  |  |
| Any other personal attributes needed to achieve this goal or ambition:  1.  2.  3. | | | | |

**For the top 3 personal attributes you most need to achieve this goal, find a learning option to develop each. Make sure it is realistic and achievable.**

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| **Personal Attributes** | **Learning Option**  **(explain details)** | **Description of benefits gained from learning option linked to attribute** |
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**Developing the positive attitudes and approaches associated with successful professional life.**

Many employers now expect employees to understand their own performance - and to know how to adapt to meet times of increased workload, stressful situations or conditions of change. Employees are expected to respond well to change. Whilst some employers offer training, it is more typical for employers to expect graduates to arrive ready to manage both their own performance and the performance of other people. Time devoted to understanding what influences your own performance can be very well spent. It is also important to be aware of how your behaviour affects other people.

***EXPLORE FUTURE LEARNING OPTIONS FOR PROFESSIONAL DEVELOPMENT***

Employees are often expected to show personal commitment to their continuous professional development, actively seeking out information, training and events that will keep their skills and knowledge up-to-date. Knowing how to learn, and how you learn best, will be invaluable in the work place.

**ACTIVITY:** For the career you plan to enter – list three aspects that may require you to undertake professional development. Investigate the following learning options: professional and/or industry associations, Upskilling – undergraduate, postgraduate or TAFE courses, Exchange programs/Secondments/Internships, Mentoring, Relevant legislation or standards, etc

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| --- | --- | --- |
| **My Preferred Future Career :** | | |
| **Professional Development Aspect** | **Learning Option** | **Description of benefits gained from learning option linked to professional development** |
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**Learning To Learn**

**• the benefits of workplace mentoring for both the mentor and mentee**

Workplace mentoring programs help employees do the right thing by exposing them to senior employees that know how to do the right thing. This helps the employee perform more effectively and gives the employee more satisfaction. The benefits to the Mentee are obvious, but what are the benefits to the Mentor and the Organisation?

***Benefits for mentees***

* Support, encouragement, friendship, higher morale
* Help with teaching strategies/subject knowledge
* Discussing, sharing ideas
* Feedback, constructive criticism – improved job role knowledge
* Increased self-confidence / Shared successes
* Career affirmation, advancement, commitment – higher job satisfaction
* Observing a role model
* Reflection

***Benefits for mentors***

* Collegiality, collaboration, networking
* Reflection
* Professional development
* Personal satisfaction, reward/growth
* Interpersonal skill development
* Enjoyment, stimulation, challenge
* Improved, revitalised work practices
* Role satisfaction

***Benefits for the organisation***

* Improved productivity and efficiency
* Knowledge management and retention
* Contributes to/good for profession
* Less work for Managers in supervision/problem solving
* Retention/continuity of staff – less staff turnover / succession planning
* More effective leadership
* Improved communication/partnerships within the workplace
* Good PR for organisation – attractive to community, customers and potential employees

**ACTIVITY :** Using the internet to find additional information if required, answer the following practice exam question. Choose the benefits from the list provided above.

Discuss **3** (three) benefits of workplace mentoring for **both** the mentor and the mentee (12 marks).

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**Strategies Used To Manage Changes In Personal Employment Circumstances, Including:**

* **up-skilling/retraining**
* **individual pathway plan (IPP) analysis**

**The Changing Nature of Work**

Extract from : Australian Blueprint for Career Development, 2010

Over the last decade it has become evident that the way we live and work has been dramatically altered by factors such as globalisation, the rapid increases in information and communications technology and significant demographic shifts;

* The concept of a ‘job for life’ no longer exists. Most individuals will change jobs numerous times throughout their working lives.
* There has been a trend away from permanent employment to more varied working arrangements such as contract and project work.
* Gone are the days where a person could gain a single qualification which would sustain them throughout their entire working lives.
* In addition to job-related skills, individuals now need skills such as communication, problem solving, teamwork and personal attributes such as adaptability, resilience, enthusiasm and openness to new ideas.

In an environment where individuals are likely to transition between a variety of life, learning and work roles, they need to be empowered to design and manage their careers. In the face of increasing choices and challenges, some people lose their way or give up. Those that flourish are self-managing individuals who know their strengths and their limitations, have the confidence to follow their dreams and are willing to seek help from and to support the career journeys of others (Adapted from ‘The high five of career development’ Dave E. Redekopp et al, 1995).

Many people don’t know how to manage their careers, because no one has ever assisted them to. Those that were fortunate enough to receive some guidance would probably have found that the focus was on their initial transition from school, rather than preparing them for a world of work characterised by increasing and pervasive change (OECD, 2002). Most older adults entered a labour market at a time when:

* jobs were plentiful
* decisions about work were made with scant reference to other areas of one’s life
* full-time employment was the norm
* a job-for-life was the expectation (of males at least), and
* working to achieve personal satisfaction was not an obvious priority.

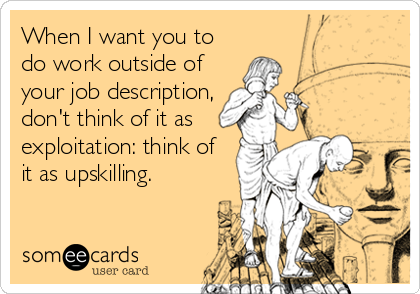
Times have clearly changed. Now, both the individual and the labour market are subject to constant variation and, for many people, transitioning from one situation to another is a recurring motif. The old three-stage pattern of preparing for work; working; and then retiring is fast disappearing, yet many current workers have not had the opportunity to develop the career management competencies that they require to cope with, let alone thrive in, such an environment.

**Managing Changes In Personal Employment Circumstances – Upskilling/Retraining**

***Reasons for upskilling/retraining***

* You are continually overlooked for promotions
* You feel underutilised in your current position
* You find your job boring – tasks are tedious
* There is uncertainty in your current position, e.g. restructuring
* You have been made redundant
* You keep applying but never get the job
* You are trying to avoid personnel obsolescence due to workplace changes
* You want to increase your worth to your current employer by increasing your skills repertoire in order to help the business move forward – and turn yourself into a star performer in the process.

If your career is not progressing in the direction you want it to, the best thing you can do is to get proactive and invest in your personal and professional development. With newly acquired qualifications and skills, you could move onto a career path that better aligns with your interests and goals.



***Benefits of Up-skilling/retraining***

There is a clear association between the qualifications you possess and your ability to get a job. According to Skills Australia, workers will need additional qualifications in coming years, particularly diploma and degree qualifications.

Engaging in upskilling requires a forward-thinking attitude and a desire to grow and learn. Employees and employers should be committed to continual learning, to keep themselves relevant and up-to-date. Developing new skills may mean new responsibilities for you, but if you follow your passion and interests it will also mean greater job satisfaction and greater rewards.

So how do you know if it's time to upskill and what skills should you start improving on?

***Deciding to Up-skill/retrain***

By **seeking professional career advice**, including career planning, counselling, and advice when changing careers, you can find out how to match your skills to jobs. Look at the skills required for specific careers or in the job ads that you are targeting, as well as the feedback you receive from recruiters. If your lack of qualifications and training is holding you back, you should seriously consider further study.

When seeking out areas in which to upskill, it’s good to **get the guidance of experienced colleagues or a mentor.** You could begin by speaking to your boss about areas of the business that need more focus or support. Once you identify an area that you can become involved in, jump right in by offering to help.

**Self-reflection** is another method for identifying gaps in your skill set. In its simplest form, self-reflection is thinking about or reflecting on what you do. It is closely linked to the concept of learning from experience, in that you think about what you did, and what happened, and decide from that what you would do differently next time. In work situations, keeping a learning journal, and regularly using reflective practice, will provide insight for your career development, and your personal development.

***Examples of Upskilling and Retraining***

You can develop new skills by **engaging in volunteer or work experience roles** in the industry that you wish to enter. As well, many companies have internship programs that you can apply for, or provide in-house training to new employees.

If you want to contribute more, grow in your role and increase your job security, you need to **actively seek out more responsibilities, e.g. secondments, leave replacement.**Looking for opportunities to develop skills in other areas will not only expand your knowledge and experience, but will increase your professional value and send a positive message to your employer that you are enthusiastic and eager to grow with the business – highly desirable qualities in an employee.

Another way of progressing to the next level in your career is to **gain a higher qualification** that builds on your previous education. For example, perhaps you have completed an undergraduate degree in your field that has taken you as far as you can go – and in order to advance, you need to take it that one step further, with postgraduate study. Now might be the time to complete a graduate certificate or master's degree in your area.

**Retraining typically involves a complete change of career direction or a new job role.** Find a course or program that will suit your needs through a registered training organisation (e.g. TAFE) or university. Online guides to TAFE and University courses, have how to enrol, study costs and ways to study. Before investing in retraining it is important to find out which industries are expected to grow, now and in the future. This may help identify the training you want to complete. Industry job trends and statistics will help you to identify; which industries are expected to experience growth, find statistics that show the latest trends in the labour force including which occupations are experiencing skills shortages.



“I’m doing some retraining.”

**Managing Changes In Personal Employment Circumstances**

* **Individual pathway plan (IPP) analysis**

The IPP is not supposed to be a static document, things change in life – personal circumstances, grades, learning, work experience, volunteer experience, increased vocational knowledge, opportunities, etc. Your IPP should be flexible enough to change as life experiences, access to information and decisions change in the course of your life. By maintaining an up to date IPP you develop a whole picture of yourself, your achievements, goals and aspirations. It also allows you to identify and record sources of help, advice and useful information that can be called upon.

Think of it as a personal record of achievement, which captures successes, qualifications and strengths, and plots your goals and aspirations and how to achieve them. The IPP records areas that individuals need to improve on to reach their learning goals. In essence they plot your learning journey; identifying targets and researching learning opportunities along the way.

So your IPP needs to be regularly reviewed and updated. Analysis of your IPP allows you to reflect on;

* What have you personally achieved since you wrote your IPP?
* What has changed? (New interests? Knowledge? Opportunities?)
* Progress towards your stated goals – no progress? Maybe you need to rethink your strategies.
* Whether you need to update or craft new goals

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“I never pause for reflection, it’s always such a disappointment”

**ACTIVITY :** Create a summary of the various strategies you can use to manage changes in personal employment circumstances (i.e. upskilling/retraining and IPP analysis). E.g. Mindmap - you can draw it by hand or use Mindmaker (should be on your Mac) or Coggle (free with Google account login). Print it out and staple it in your book.

**• Develop / Refine own electronic career portfolio**

**A Career Portfolio** is used to organise and document evidence of education, personal and professional achievements, qualifications and attributes. A career portfolio is used to : inform future choices, applying for jobs, entry to higher education or training programs or scholarships; when seeking promotion; to show transferable skills; and when reflecting on personal development. It should be updated regularly. For this course a career portfolio includes; resume, achievements, job application and qualifications. A career portfolio can be either written, or an e-portfolio in a format such as a Weebly.

**An Electronic Career Portfolio** - An e-portfolio is an electronic portfolio that is placed on an e-portfolio site. E-portfolios are becoming an increasingly popular and important tool for job seekers, as a way of presenting yourself on-line. You are able to point out the experience and skills you have gained to potential employers. The individual collects and manages evidence in electronic files and may include images, multimedia, blogs and hyperlinks. Scanning means that the file can provide actual evidence of achievement. The e-portfolio also shows a person’s technical abilities, as well as reflections on their own learning. An e-portfolio can be an important component to e-networking.

The e-portfolio is a record of personal details, core skills for work (transferable or generic skills), education and training, achievements, work history and referees. Other capabilities, skills and attributes can be included, along with professional associations related to industry area, sporting associations/clubs, and community associations.

Details can be updated at any time and the owner can create customised e-portfolios to suit different career opportunities and changing employment requirements.

The benefits of placing your personal information onto an e- portfolio site include greatly increased exposure (perhaps global) and the use of more media to demonstrate your skills, e.g., having a link to show footage of you demonstrating a skill. You will be easily able to add more recent qualifications and achievements, keeping your work search tools aligned with your skills.

**ACTIVITY -** An e-portfolio can also be used as a learning and management tool to help you reach your goals. An e-portfolio does have its downsides – use the internet to explore some of the benefits and concerns of using an e-portfolio as a work search resource.

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| **Benefits of e-portfolios** | **Concerns of e-portfolios** |
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**CREATE AN E-PORTFOLIO -** You will create an ePortfolio with Weebly to the format specified. This will be your assessment task for this taskbook.

**Due in your last CAE session of term 2, week 10.**

1. Go to the site [www.weebly.com](http://www.weebly.com)
2. Create a new account from this page – you need to enter your name, an email address and create a password for the site. Then click **Get Started**..
3. Next you will be asked “What is the focus of your site?”. Click on the **site** option.
4. Next you will be asked to choose a theme – select from the options given.
5. Next you will be asked to choose a website domain. Use a Weebly domain (option 1). Enter the name of your site – Weebly will check if this is available. If not choose another variation. This is your ePortfolio – so maybe try some combinations of your names.
6. Next you will be asked to build your site. Experiment with the various options to personalise your site. You get 5 free pages, so think about the best way to present your information. Also be mindful of privacy – limit contact and personal information. **Note that under settings you can set a password for your pages.**
7. Before uploading anything check out the Weebly privacy policy at [www.weebly.com/privacy](http://www.weebly.com/privacy)
8. When you are happy with your site – Publish it!

|  |
| --- |
| Watch :  Weebly overview: <https://www.youtube.com/watch?v=VlURuZWSoXw>  Beginner's Guide to Making Websites with Weebly 2014: <https://www.youtube.com/watch?v=fIMjRY7q2CA> |

**CONTENT of your E-PORTFOLIO**

# It is very important that you do not place any personal information on the site such as phone numbers, email or addresses.

|  |  |
| --- | --- |
| **Compulsory Pages** | **Must do all four** |
| Home Page – About me | This should be professional looking, contain a personal statement/description, employment objective and include your iMovie. Page must be visually appealing and include a suitable photograph of you in professional attire. |
| Resume Page | Professional presentation. Correct spelling and grammar |
| Individual Pathway Plan | Updated version of your Individual Pathway Plan. |
| Core Skills for Work Page | Present your competency against the Core Skills for Work in a manner that self- promotes /markets your skills. Use photos and certificates to provide evidence if possible. |
| **Your choice** | **Choose one only** |
| Achievements and Certificates | Lists of achievements with photos and scanned certificates. Contents must be labelled!! |
| Work experience | Dates, description of duties and skills required |
| Community Involvement | Dates, description of duties and skills required |
| Employment History | Dates, description of duties and skills required |
| Samples of work | Could be art, photography, metal work, writing, websites created, power points. Contents must be labelled!! |

**HOME PAGE – PAGE 1**

Your home page will need to look professional as is the first thing an employer will see. As well as looking professional it will need to contain a personal statement, employment objectives, your iMovie and a suitable photograph.



**PERSONAL STATEMENT**

The best thing you could do when deciding what to include in your home page is to do some research. Use the internet to research what other e-portfolio home pages look like and include.

Ideas for your personal statement include: your hobbies, interests, strengths, and workplace experience.

**EMPLOYMENT OBJECTIVES**

Your employment objectives section is a statement regarding your training and employment goals. Discuss any qualifications gained.

**PHOTOGRAPH**



Your photograph should look professional, your hair, grooming and clothing should be in a professional style. The image should be clear and of high quality.

**RESUME – PAGE 2**

**What is a resume and why is it important?**

A resume is a summary of background, skills and qualifications, which is sent to employers for review. Consider it to be your personal marketing brochure with the goal of gaining the employer’s attention and to giving them the information they need to bring you to the next step in the hiring process, an interview.

Your resume is often the first document that an employer would typically look at, so it serves as your first impression in the employment process. It has been said that employers take as little as 30 seconds to make a judgement from your resume.

A well-written and formatted resume tells the employer a lot about your professionalism, and improves the chances for receiving an interview. Consider that employers compare resumes to decide who to interview. A sample of the format to use for your resume is given on the following page.

**WHAT NOT TO DO IN A RESUME**

* DON’T send poor quality reproductions. It doesn’t cost much for good quality reproductions -and this is your career we’re talking about!
* DON’T claim complete responsibility for achievements; you are implying that no one else deserves any credit, which is usually not the case.
* DON’T write a novel. It should concisely paint a picture of you and your job history. Key points should be highlighted to develop interest and excitement about you as a potential candidate.
* DON’T use a narrative style. Highlight your accomplishments in a bullet point format, then you don’t need as many complete sentences. But be warned: brief points must be carefully thought out.
* DON’T use a fancy font, keep presentation simple, clear and professional.

**• Refine own electronic individual pathway plan (IPP)**

**INDIVIDUAL PATHWAY PLAN – PAGE 3**

**ACTIVITY :** In Unit 3 – task 3 you developed an electronic individual pathway plan (IPP). You need to update this plan to reflect any changes to your circumstances since first semester. You should also make improvements based upon the feedback you received from your teacher. Your IPP will need to be resubmitted as part of your electronic career portfolio.

**Sample Resumé Format**

**Name**

**Address**

**Telephone**

**Mobile Number**

**Email Address**

**Date of** **Birth**

**Career Goals**

**Education -** I am currently in Year 12 at Rossmoyne Senior High School and studying the following subjects:

**Employment** (set out as shown below; repeat if necessary)

Dates

Name of company

Suburb

Position held

Duties

**Work or Volunteer Experience** (set out as shown below; repeat if necessary)

Dates

Name of company

Suburb

Position held

Duties

**Qualifications** (Worksafe Certificate, Senior First Aid, White Card, CPR, Bronze Medallion, Umpiring Qualifications, etc.)

**Awards** (School awards, Merit Certificates, sporting achievements, scout/guide**,** accomplishments etc)

**Hobbies, interests, sports** (include which club and how long you have played with them)

**Personal Qualities**

**Referees** (name and telephone number of two or three people who would speak highly of you)

**Signed**

**Dated**

**CORE SKILLS FOR WORK COMPETENCY – PAGE 4**

**Demonstrate your competency against the Core Skills for Work -** Type up the table below and use this togive **one example** for each core skill for work; explaining the situation, the action and the outcome for each example (SAO). Include a variety of examples from each of the following areas: life- home/social, learning – school/sport and work – part time job/volunteer work. The example you list **must demonstrate your highest level of skill in each area**.

|  |  |  |
| --- | --- | --- |
| Cluster |  | Example to demonstrate my Competency |
| Navigate the world of work | Manage career and work life |  |
| Work with roles, rights and protocols |  |
| Interact with others | Communicate for work |  |
| Connect and work with others |  |
| Recognise and utilise diverse perspectives |  |
| Get the work done | Plan and organise |  |
| Make decisions |  |
| Identify and solve problems |  |
| Create and innovate |  |
| Work in a digital world |  |

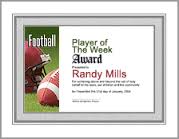
**YOUR CHOICE PAGE – PAGE 5**

For your final page you can choose from this list.

|  |  |
| --- | --- |
| **Your Choice – Choose one only** |  |
| Achievements and Certificates | Lists of achievements with photos and scanned certificates. Academic, sporting, public speaking. Photos of trophies labelled, newspaper clippings, school newsletter articles. |
| Work experience | Dates, description of duties and skills required.  The duties section will need to be much more detailed and comprehensive than on the resume. |
| Community Involvement | Dates, description of duties and skills required.  The description of involvement will need to be much more detailed and comprehensive than on the resume |
| Employment History | Dates, description of duties and skills required.  The duties section will need to be much more detailed and comprehensive than on the resume. |
| Samples of work | Could be art, photography, metal work, writing, websites created, powerpoints, embedded digital media such as blogs or video footage |







**Marking Key for E-Portfolio Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Home Page** | **One mark** | **Two marks** | **Three marks** |
| Presentation | Low visual appeal, font not well suited for the purpose | Visually appealing | Extremely visually appealing, Suitable font, well set out layout. Suitable photograph in professional attire. Background and lighting of photo acceptable. Content broken up, not too many fonts. Light background easy to read, not too busy, text justified. |
| Content | Inadequate personal description and /or educational objectives. Requires proof read | Adequate personal description. Some grammatical errors and/or spelling mistakes | Personal description well-written clear. Contains educational and training outcomes. No grammatical or spelling mistakes. Sufficient detail. iMovie embedded and working. |
| **Resume** | | | |
| Presentation | Low visual appeal, font not well suited for the purpose | Visually appealing | Extremely visually appealing, Suitable font, well set out layout. Good use of centering and space. Adheres to template. Sufficient detail. No extra space. Less than two pages, contains name in title. Tabbed out to balance. Easy to read, bold headings. |
| Content | Has met some of the requirements of taskbook resume template | Has met most of the requirements of taskbook resume template | Has met all the requirements taskbook resume template. Sufficient detail. |
| **Core Skills for Work** | | | |
| Content | Examples demonstrate a low level of skill. Contain grammatical and spelling errors. | Examples that demonstrate a moderately high level of skill. | Clear succinct, well written examples that demonstrate a very high level of skill. Contains no grammatical or spelling errors. Sufficient detail. Equal attention to SAO, recent examples, individual examples, non generic examples - must be real life, variety of examples |
| **Individual Pathway Plan** | | | |
| Content | Limited information  Contains grammatical or spelling errors. Information is relevant to career | Detailed Information.  Contains some grammatical or spelling errors. | Comprehensive well presented, well thought out information. Contains no grammatical or spelling errors. Information very relevant to career. Equal detail long and short term goals |
| **Your Choice Page** | | | |
| Content | Limited content, low visual appeal. Content has low relevance to page | Adequate content, visually appealing, Content suits the purpose of the page. | Comprehensive content, high visual appeal. Content suits the purpose of the page to high degree. Optional use of digital artefacts embedded in page. Contents must be labelled. |
| **Ease of use** | Hard to navigate | Mostly ok but some issues | Easy to navigate site, all buttons and links work as expected |
| **Total marks possible** |  | **Out of 24** |  |

**Comments :**