



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Certificate of Higher Education in Employability Skills LEVEL 4

**Academic Skills for the Digital Era
(BMSW4013)
Module Lead: Ffion Cumberpatch
Email: F.cumberpatch@uwtsd.ac.uk**

2024 - 2025

Aim(s):

To develop the foundational concepts and practical application of essential academic skills.

Learning outcomes:

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

- analyse published literature relating to a specific topic or subject area and produce a fully referenced, appropriately structured academic report.
- reflect on their learning using recognised models of reflection.
- research and present their findings in a variety of formats on a range of employability skills and collect and analyse feedback on their delivery.

Indicative content:

- Strategies and techniques to establish effective study routines.
- Principles of academic writing in theory and practice, encompassing formal writing structure, critical writing, referencing and evidence gathering.
- Applicable technologies for learning and academic presentation in written and visual formats.
- Principles for reflection within a personal and academic context

Study time allocation:

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

Assessment:**Assessment Component 1**

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Evidence of Learning (E-Portfolio)	3 elements (1500 words)	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
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Written assignment (Reflective Essay)	1500 words	50%
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Assessment summary:

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

Indicative reading list:

Module Code	BMSW4013	
Module Title	Academic Skills for the Digital Era	
Classification	Reading List entry	Electronic*
Essential	Cottrell. (2019). The study skills handbook. 5 th edn. Macmillan Education UK.	☒
Essential	Cottrell, S. (2023) <i>Critical thinking skills : effective analysis, argument and reflection</i> . 4 th edition. Bloomsbury Academic.	☒
Essential	Cite them right : the essential referencing guide. London :, Bloomsbury Academic. https://ezproxy.uwtsd.ac.uk/login?url=https://www.citethemrightonline.com .	☒
Further	Cottrell. (2021). Skills for success: the personal development planning handbook. 4 th edn. Palgrave Macmillan.	☒
Further	Godfrey, J. (2018). How to use your reading in your essays. 3 rd edn. Bloomsbury Academic.	☒
Further	Bedford & Wilson (2020). Study skills for foundation degrees. 3 rd edn. Routledge.	☒
Further	Van Emden & Becker (2022). Presentation skills for students 3 rd edn. Bloomsbury Academic.	☒
Further	Burroughs, C. (2019). <i>The return to study handbook : study skills for mature, distance, and workplace learners</i> . Kogan Page Limited.	☒
Further	McMillan, K. (2021). <i>The study skills book : your essential guide to university success</i> 4 th edn. Pearson.	☒

TEACHING PLAN

	Content	Resources/Activities	Assignments & Tasks
Week 1 W/C 13/01	Building your Student Toolkit • Introduction to the Module • Introduction to Assignments • Study Skills • Learning Styles Digital Skills [<i>Jessica Hill, Digital Skills Officer</i>] • Moodle: Virtual Learning Environment (VLE) • Teams	Ice Breaker Time Management Questionnaire Kolb Learning Style Inventory VARK Questionnaire Class Notebook	Task: Complete the JISC Digital Skills Questionnaire . Task: Complete Finding & Using Information: Unit 1 – Identifying Information on Moodle.
Week 2 W/C 20/01	Finding & Using Information Workshop with [<i>Lisa Ellis, Academic Library Liaison</i>] • Introduction to the Library • Sources of Information • Online Resource Lists / Reading Lists • Evaluating Sources	Online Library Catalogue Online Resource Lists Class Notebook	Task: Complete Finding & Using Information: Unit 2 – Searching for Information on Moodle.
Week 3 W/C 27/01	Academic Integrity • What is Academic Integrity? • What is Plagiarism? • How to read the Turnitin Similarity Report • Artificial Intelligence (AI)	Examples: Portfolios, Essays, Reports, Presentations, Action Plans PDF Templates: Portfolios, Essays, Reports, Presentations, Action Plans Class Notebook	Task: Complete Referencing: Unit 1 – Academic Integrity & Avoiding Plagiarism on Moodle. Task: Complete Finding and Using Information: Unit 4 – Evaluating Information on Moodle.
Week 4 W/C 03/02	Harvard Referencing Workshop with [<i>Lisa Ellis, Academic Library Liaison</i>] • What is Referencing? • Why do we use Harvard Referencing? • Using Quotes • Using Citations • Reference List vs Bibliography	Examples: Textbooks, Journals, Websites, TedTalks UWTSD Harvard Referencing Handbook Cite Them Right Website Class Notebook	Task: Complete Referencing: Unit 3 – The Basics on Moodle. Task: Complete Referencing: Unit 2 – Managing Information on Moodle.
Week	Critical Thinking		Assignment 1: Task 1

5 W/C 10/02	• What is Critical Thinking? • The Role of Critical Thinking in Academia • Developing Critical Thinking Skills • Tools for Critical Thinking	Class Notebook	– Essay Deadline: <u>14th February 23.59</u>
Week 6 W/C 17/02	The Art of Presenting • What is a Presentation? • The 5 Ps of Presenting • Planning and Preparation • Designing Visual Aids • Delivery Techniques • Handling Q&As • Individual Presentations vs Group Presentations	TedxTalk Good & Bad Presentation Examples Canva/Prezi/PowerPoint Class Notebook	Task: Each student must create a 3-5 minute presentation to the class on what they believe happened to Dr Hart. <u>*The presentation must be uploaded to Moodle by 10/03 in preparation for Mock Presentations*</u>
Week 7 W/C 24/02	Reading Week [No Lecture] Asynchronous Resources	How to read the Turnitin Similarity Report How to submit an assignment. Assignment Submission Checklist	Task: Complete Finding and Using Information: Unit 3 – Advanced Searching on Moodle. Assignment 1: <u>Task 2</u> - Report Deadline: <u>28th February 23.59</u>
Week 8 W/C 03/03	Writing Reflectively • What is Reflective Writing? • Reflective Models • Using research to support your reflections	Gibbs Reflective Cycle Reflective Essay Example	Task: Review your Weekly Reflections and choose 2-3 where you felt you learnt the most, use these as a draft for your 1500 word reflective essay.
Week 9 W/C 10/03	Mock Presentations Each student must present their 5-minute presentation to the class within the lecture.		Student presentations and peer feedback.
Week 10 17/03	Understanding and Using Feedback • What is Feedback? • What is Feedforward? • How can we use Feedback and Feedforward.		Assignment 2: 1500 Word Reflective Essay Deadline: <u>21st March 23.59</u>

Week 11 W/C 24/03	Presentations Each student must present their 5-minute presentation to the class within the lecture.		Assignment 1: <u>Task 3</u> – Presentation Deadline: <u>24th March</u> <u>23.59</u>

LEVEL 4 ASSESSMENT SPECIFICATION			
Student name:		Student ID number:	
Programme:	Employability Skills		
Module:	Academic Skills for the Digital Era		
Module code:	BMSW4013	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Ffion Cumberpatch	Internal Verifier:	Muhammad Cassamo
Assignment Title:	Evidence of Learning (E-Portfolio)	Word count (or equivalent):	1,500
Submission deadline:	Task 1 – 14 th February 23.59 Task 2 – 28 th February 23.59 Task 3 – W/C 24 th March 23.59	Return date of provisional marks & written feedback:	Task 1 – 14 th March Task 2 - 28 th March Task 3 – 13 th May
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Module Learning Outcomes (from module syllabus)			
Upon the successful completion of this module, the student should be able to: - analyse published literature relating to a specific topic or subject area and produce a fully referenced, appropriately structured academic report. - reflect on their learning using recognised models of reflection. - research and present their findings in a variety of formats on a range of employability skills and collect and analyse feedback on their delivery.			

TASK DESCRIPTION

This portfolio is designed to assess your academic skills in the context of the digital era. The portfolio consists of three distinct elements: an academic essay, a research report, and a presentation.

1. **Essay – Artificial Intelligence (AI) in Academia**

Artificial Intelligence (AI) is increasingly being used in education and academia, from personalised learning platforms to AI tools that assist with writing and research. However, the growing use of AI raises significant questions about academic integrity: Do AI tools enhance learning by supporting students and educators? Or do they undermine the principles of academic honesty by facilitating plagiarism and reducing independent thinking?

In this 700-word essay, argue for one of the following perspectives:

- *AI enhances academic learning and promotes better outcomes for students and educators.*
- *AI undermines academic integrity and compromises the value of education.*

Guidance:

- Discuss examples of AI tools in education, such as ChatGPT, Grammarly, or plagiarism detection software.
- Critically analyze how AI impacts academic integrity, both positively and negatively.
- Support your argument with evidence from academic sources, citing them in Harvard style.
- Include an introduction with a clear thesis statement, body paragraphs with evidence and analysis, and a conclusion summarising your key points.
- **References**

You should include a minimum of 5 credible and reliable references.

Submission Deadline: 14th February 23.59 via Moodle.

2. **Report – Case Report on the Disappearance of Dr Hart**

Your task is to compile a professional 700-word report analyzing the disappearance of Dr Hart. To solve the case, you will rely on real-world research, academic articles, and credible sources. You will critically evaluate evidence and present findings using proper Harvard Referencing.

Guidance:

• **Executive Summary**

Summarise findings and key conclusions. (Not included in your word count)

• **Background**

Include details of Dr Hart's professional work and ethical concerns, backed by research

into real-world robotics ethics.

- **Investigation and Evidence Analysis**

Analyse real-world materials (e.g., academic articles or reports) to piece together the possible motives and reasons behind her disappearance.

- **Theories and Solutions**

Present theories based on your research. For example:

Dr Hart might have been pressured to work on unethical projects.

Workplace dynamics or safety concerns might have contributed to her disappearance.

- **Recommendations**

Propose next steps for the investigation, considering ethical guidelines and academic standards.

- **References**

You should include a minimum of 5 credible and reliable references.

Submission Deadline: 28th February 23.59 via Moodle.

3. **Individual Presentation –**

Your task is to deliver a professional 5-minute presentation summarising the findings, analysis, and recommendations from your case report on the disappearance of Dr Hart. This presentation will test your ability to communicate key information effectively, use visual aids appropriately, and engage an audience in a formal academic setting.

Guidance:

Use **4–6 slides** to organise your content logically:

Introduction

- Brief overview of Dr Hart's disappearance and the purpose of the report.
- State the key questions you addressed in your investigation.

Key Evidence and Analysis

- Summarize the most significant evidence you analysed.
- Highlight key sources you used (e.g., academic articles, media reports).
- Discuss how you evaluated the reliability of your evidence.

Theories and Conclusions

- Present your leading theories about Dr Hart's disappearance.
- Explain the reasoning behind your conclusions.

Reflection

- Discuss challenges you faced during the investigation or lessons learned from the process.

Q&A

- Be prepared to answer questions from your peers or lecturer.

References

You should include a minimum of 5 credible and reliable references.

Submission Deadlines:**Slide Submission Deadline: 24th March**

Ensure your PowerPoint slides are submitted to Moodle by this date.

Presentation Week: W/C 24th March

Your presentation must be delivered during class in this week to be assessed and marked.

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☒
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☐

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *Focus on finding and using a range of current, credible sources such as academic journals, textbooks, and reliable websites. Ensure the sources you use are relevant to the tool(s) and/or strategies you are discussing and published within the last five years. Properly cite all sources using Harvard Referencing style, including in-text citations and a reference list with a minimum of 14 references.*

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You should refer to learning from the relevant lectures in the module. Your response to the tasks should demonstrate knowledge of relevant concepts, theories and models, and demonstrate the skills you have developed over the course of the module such as paraphrasing, synthesis and referencing skills.*

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *You must demonstrate the ability to present, evaluate, and interpret both qualitative and quantitative data. For example, when discussing evidence in your essay about AI in academia or analyzing evidence for the disappearance of Dr Hart in your report, consider breaking information into parts and critically examining it. Ask questions like why this evidence is relevant, how it supports your argument, and at what cost it impacts the context. Your work should not just describe findings but justify them, using theories or concepts from your subject area to develop sound arguments. Logical and analytical thinking is essential; for instance, in your presentation, when summarizing your findings, ensure*

your conclusions are well-supported by data and reflect alternative approaches where appropriate. Propose solutions or recommendations, where relevant, that align with the evidence presented and the theories explored, showing you can assess the appropriateness of different methods to solve problems.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice?

You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment: *It is important to demonstrate practical skills by applying the basic concepts and principles of your subject to real-world contexts. Use real-world examples to clearly demonstrate the practical application of your findings. Across all assignments, ensure that subject-specific theories, models, or techniques are applied critically to analyse current situations, solve problems, or propose benchmarks and recommendations. This will show your ability to interpret concepts in a way that is both academically grounded and practically relevant.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *All three tasks should be uploaded to the correct Moodle links. Any assignments uploaded to an incorrect links will not be marked. You must abide by the following Microsoft Settings; Arial font, size 12, 1.5 line spacing and the text should be justified.*

Please note:

Up to 10% above the word limit – No deduction off final mark

Between 10% and 25% above the word limit – Deduction of 5 marks off final mark

Between 25% and 50% above the word limit – Deduction of 10 marks off final mark

50% or more over length – Maximum mark of capped mark (iii) A failure to meet the word limit (or minimum word limit if a range is given) may result in lower marks based on the quality of the work because the work may not include the necessary information required for the assessment to meet the stated learning outcomes.

(iv) The feedback on the assessment should explicitly mention any mark deduction and the reason for it.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	15	
2. Knowledge and Understanding Skills		
	15	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Employability Skills		
Module:	Academic Skills for the Digital Era		
Module code:	BMSW4013	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Ffion Cumberpatch	Internal Verifier:	Muhammad Cassamo
Assignment Title:	Reflective Essay	Word count (or equivalent):	1500 words
Submission deadline:	Friday 21st March 23.59	Return date of provisional marks & written feedback:	12th May 23.59
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

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

- analyse published literature relating to a specific topic or subject area and produce a fully referenced, appropriately structured academic report.
- reflect on their learning using recognised models of reflection.
- research and present their findings in a variety of formats on a range of employability skills and collect and analyse feedback on their delivery.

TASK DESCRIPTION

Using Gibbs Reflective Cycle, write a 1500-word reflective essay on the academic and digital skills you have begun to develop over your first term at university. Include a **SMART** action plan at the end for your continued development in the next term (not included in your word count).

Guidance Structure:

Introduction:

Introduce the purpose of the essay and the significance of reflecting on your academic and digital skills development.

Briefly explain Gibbs' Reflective Cycle and how you will use it to structure your reflection.

Gibbs' Reflective Cycle Stages:

Description:

- Provide a detailed account of specific experiences during your first term that contributed to your skills development. This may include coursework, group projects, and digital tools you used.

Feelings:

- Reflect on your emotional responses during these experiences. Consider aspects such as excitement, anxiety, frustration, or satisfaction. How did these feelings impact your learning?

Evaluation:

- Critically evaluate what went well and what challenges you faced. Discuss how certain academic and digital skills (e.g., research, time management, digital literacy) were enhanced or hindered. Use references to support your evaluations.

Analysis:

- Analyse the implications of your experiences. What have you learned about yourself as a learner? How do these skills relate to your academic and career aspirations? Draw connections to relevant theories or concepts learned during the module.

Conclusion:

- Summarise the key insights gained from your reflection. Emphasise the importance of recognizing skill development in both academic and digital contexts.

SMART Action Plan:

Create a SMART (Specific, Measurable, Achievable, Relevant, Time-bound) action plan outlining your goals for skill development for next term. Address the following:

- **Specific:** Identify skills you want to focus on (e.g., improving digital research skills).
- **Measurable:** Specify how you will track your progress (e.g., using a digital planner to manage deadlines).
- **Achievable:** Set realistic goals based on your current abilities and workload.
- **Relevant:** Ensure the goals align with your academic and career aspirations.
- **Time-bound:** Define a timeline for achieving these goals by the end of the next term.

You should include **10 references** to support your reflective essay.

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☒
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☐

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

6. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: Include at least 10 academic references from journals, textbooks, and reliable websites. Aim for a diverse range that provides a solid foundation for your reflection. Prioritise academic journals and reputable books for your references, as they are typically credible. Use websites sparingly and ensure they are authoritative (e.g., educational institutions, governmental bodies). Focus on sources published within the last five years, while also considering seminal works in your field that may be older. Use the Harvard referencing style for your in-text citations and reference list. Ensure your citations are accurate and properly formatted.

7. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: You should demonstrate your understanding of Gibbs' model and how to apply it to your reflection. Clearly outline each stage of the model (Description, Feelings, Evaluation, Analysis, Conclusion, Action Plan) in your essay. Identify and explain relevant concepts, theories, and models learned during your first term. Make connections between these theories and your personal experiences. Clearly convey your understanding by interpreting your experiences through the lens of the concepts discussed in your studies. This will enhance the depth of your reflection.

8. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: Use logical and analytical thinking to break down your experiences into key components. Ask yourself questions like:

- Why did certain experiences impact my skills development?

- *How did I approach challenges, and what strategies did I use?*

Critically evaluate the effectiveness of the skills you developed and how they contributed to your academic success. Discuss both successes and areas for improvement.

Support your reflections with evidence from literature, citing studies or theories that relate to your experiences. Justify your judgments with relevant data and concepts, considering alternative solutions where applicable.

9. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related

concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment: *Relate your skills development to real-world situations. Consider how the skills you've gained can be applied in future academic and professional contexts. Reflect on how well you applied the skills in specific scenarios, and assess any areas where you may need further development.*

10. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *Ensure your essay is well-structured and coherent. Articulate your thoughts clearly and logically, ensuring your arguments are well supported. Demonstrate your ability to initiate and complete reflective tasks independently. Highlight your organisational skills through the structure of your essay. Write fluently, maintaining clarity in your expression. Your essay should have a clear introduction, body, and conclusion, with smooth transitions between sections. Any assignments uploaded to an incorrect link will not be marked.*

Pay attention to formatting, spelling, and grammar to enhance the professionalism of your work. You must abide by the following Microsoft Settings; Arial font, size 12, 1.5 line spacing and the text should be justified.

Please note:

Up to 10% above the word limit – No deduction off final mark

Between 10% and 25% above the word limit – Deduction of 5 marks off final mark

Between 25% and 50% above the word limit – Deduction of 10 marks off final mark

50% or more over length – Maximum mark of capped mark (iii) A failure to meet the word limit (or minimum word limit if a range is given) may result in lower marks based on the quality of the work because the work may not include the necessary information required for the assessment to meet the stated learning outcomes.

(iv) The feedback on the assessment should explicitly mention any mark deduction and the reason for it.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	15	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	15	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

Level 4
In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and	Major gaps in knowledge and understanding of the basic underlying concepts and	Gaps in knowledge of the basic underlying concepts and principles, with flawed or	Limited knowledge and understanding of the basic underlying concepts and	Knowledge of the basic underlying concepts and principles is accurate with a	Competent knowledge of the basic underlying concepts and principles. Exhibits very	Excellent knowledge and understanding of the basic underlying concepts and	Exceptional, detailed knowledge and understanding of the basic underlying

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
principles of a subject.)	principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	superficial understanding. Some significant inaccuracies and/or irrelevant material.	principles within the subject area. Some elements may be missing.	good understanding of the field of study but lacks depth and/or breadth.	good understanding.	principles of the subject.	concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Very weak evidence of different approaches to problem-solving in particular contexts.	competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		exercise of some personal responsibility.	of minor weakness.				