

BA: Primary Education with QTS

Module Handbook: ECGE4005P/

Learning in the Digital Era

Semester 1: 2022/23

Module Lead: Dave Stacey

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AIM(S)

- To develop student's skills for independent study and life-long learning, which will form the foundations for successful completion of their degree programme and support future employment opportunities.

LEARNING OUTCOMES

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

- Demonstrate the foundational skills required to be a resilient and healthy independent learner.
- Practise the principles of learning agility.
- Use suitable technology to support and enhance their learning experience within the discipline area.

INDICATIVE CONTENT

- Time management, reading, writing, referencing and plagiarism, searching for and evaluating sources of information, working online.
- Critical thinking: issues concerning knowledge, belief, and doubt.
- Critical writing: synthesis, paraphrasing and creating an informed argument, avoiding plagiarism.
- Reflection and self-reflection.
- Identity and sense of place; including values, culture and intercultural awareness, heritage, diversity and inclusion and, multilingualism.
- Skills for a range of assessment modes, including blogs, vlogs, video, presentations, performances, posters, exams and written coursework.
- Skills and attitudes which underpin resilience, health, wellbeing and learning agility; the role of spirit, mind, emotions and body.
- Physical literacy: Consideration of the role of physical activity to the support of physical, mental health, well-being and resilience.
- Digital literacy: using appropriate technology; staying safe online, cyber security, digital identity.
- Team working.

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		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
E-portfolio	Equivalent to 2,000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video and Supporting Materials	Individual 3 minute video which incorporates supporting materials	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

SCHEDULE OF ACTIVITIES

Date / Time	Session
06/10/22	Introduction / Getting the most from your lectures
24/10/22	Referencing
14/11/22	Assignment overview
17/11/22	Teams challenge
01/12/22	Creating your video

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Education Studies, BA Education Studies: Primary, BA Education Studies: ALN and Inclusion		
Module:	Learning in the Digital Era		
Module code:	ECGE4005P/C	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Dave Stacey	Internal Verifier:	Catherine Morgan
Assignment Title:	E-Portfolio	Word count (or equivalent):	2000
Submission deadline:	12/12/2022 2359	Return date of provisional marks & written feedback:	18/01/23
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)			
• Demonstrate the foundational skills required to be a resilient and healthy independent learner. • Use suitable technology to support and enhance their learning experience within the discipline area			

TASK DESCRIPTION

Produce an e-portfolio that address the following tasks:

Part 1- Re-write a passage of text in appropriate academic language – 200 Words

The paragraphs below contains many errors. Re-write the paragraph to demonstrate your understanding of:

- Use of formal, standard English which is expected as part of academic style.
- Accurate spelling.
- Correct use of punctuation including commas, apostrophes and full stops.
- Well written sentences which make grammatical sense.

In Iceland and other countries like that they thinks its really important that kids are playing outdoors in their life. Some people wrote about government papers which says that outdoors is good for kids. In the curriculum guidelines, they puts a big thing on outside as learning environments as a place for making kids think good about the natural world, and as a place where you can do things like exercising and healthy living cos that's what Norodahl and Johannesson (2013) say.

This emphasising on outdoors has happened for a long time in Iceland for kids age 1 to six and they play outside everyday in schools for kids six to 16 then they only get to play out with their mates when its playtime. We do'nt know much about what teachers do outside to help learning but I think it is probably gunna be really really different depending on what teacher you get and school. But there are signs in Iceland that teachers are using outside more than they used to and in Reyjkavik the capital seventy % of schools say that they do outside education quite a bit (Oladottir,2008).

Adapted from:

Noradahl, K. and Johannesson, I. (2014) 'Icelandic teachers' views of using the outdoors' Education 3-13: International Journal of Primary, Elementary and Early Years Education. Vol 44, No. 4, September 2014, 391-406.

Part 2a – Re-write a passage of text with appropriate citations and references – 200 Words

The text below also contains many errors, which includes incorrect use of Harvard referencing conventions.

Re-write both the paragraph and the reference list to demonstrate your understanding of:

- Use of formal, standard English which is expected as part of academic style.
- Accurate spelling.
- Correct use of punctuation including commas, apostrophes and full stops
- Well written sentences which make grammatical sense.
- Careful, accurate use of Harvard referencing conventions.

This essay will be about forest schools. A definition of Forest School has been made by the Forest School Network it says that 'it is an inspirational process that offers children, young people and adults regular opportunities to achieve and develop confidence and self esteem though hands on learning experiences in a woodland environment'. Murray and O'Brien 2006. People are a bit worried that little ones in school now don't get to go to woodlands and green places like there parents did because they are to worried that something will happen about them and kids can do loads indoors now and that's what O'Brien and Murray think. There is also research that tells us that if they don't go when they are young then they wont go when they are grown up either and we will miss out on physical and emotional benefits of access to nature. Ward Thompson and Aspinall and Bell and others 2004. That's because learning outdoors is very different to learning in a classroom environment and the welsh government are encouraging teachers to do forest school in they're own schools now, especially in foundation phase.

Reference List:

welsh assembly government. Outdoor Learning Handbook. Cardiff: 2009. WAG. Ward Thompson, C., Aspinall, P., Bell, S., Findlay, C., Wherrett, J. and Travlou, P. Open space and social inclusion: Local woodland use in central Scotland. Report to the Forestry Commission, Edinburgh, 2004.

2006. E. O'Brien and R. Murray, A marvellous opportunity for children to learn: A participatory evaluation of Forest School in England and Wales, Farnham: Forest Research.

Part 2b – Answer five questions on academic referencing – 600 Words

Answer all questions below as fully as possible.

1. If you fail to acknowledge the source of your information in academic writing, you could be accused of _____? Why is it important that students avoid this?
2. You only have to reference when you use a direct quotation. Is this True or False? Explain your answer.
3. Wikipedia is a good place to search for information for your academic assignments. Explain, with reasons and supporting literature, whether you believe this statement is true or false.
4. Write a set of instructions which could be included in a referencing guide which explains how to present a very long quotation.
5. Explain how you can begin to conduct research for an academic assignment. Identify five sources which would be acceptable for academic study.

Ensure you write in academic English and include references to support your answers. Use the blog you created during induction week to present your responses to these questions. You will need to ensure you include the link to your blog in your portfolio document.

Part 3 – Write a critical response to an academic article – 1000 Words

Using the journal article in moodle titled - Schooled to Fail? The Underachievement Debate in Wales

Write a critical response to an article.

Structuring your critical response:

- Begin by introducing your article briefly.
 - Include a few opening sentences that identify the author(s) and the title, and briefly explain the topic of the text.
 - Can you identify the aim of the text?
- Summarise the article.
 - What is the main finding or key argument that is being used by the writer?
 - What do you think the author's purpose/intentions are throughout the text?

(Tip –this may not always be obvious, and you may need to 'read between the lines'. If so, some (limited) examples may help illustrate your points).

- Comment on the structure of the article. Think about how the text has been organised, as this may be done in a deliberate way to help the reader organise their thoughts, or even to persuade us. Consider:
 - use of paragraphs
 - length of paragraphs
 - linking words between paragraphs
 - use of statistics/ numbers within article
 - use of appendices.
- Comment on the language of the article. You should think about whether the writing style suits the intended audience (e.g. expert/non expert, academic etc). Explore:
 - style used –formal, informal
 - easy to read, difficult to read
 - accuracy
 - use of persuasive language
 - use of objective language
 - use of subjective language.
- Comment on the evidence and reasoning within the article. You could use these questions to help you consider this aspect:
 - Is there a clear problem, statement or hypothesis?
 - What claims are made?
 - Is the argument consistent?
 - What kinds of evidence does the text rely on?

- How valid and reliable is the evidence?
 - How effective is the evidence in supporting the argument?
 - What conclusions are drawn?
 - Are these conclusions justified?
- Write a conclusion regarding the article. This is usually a fairly short paragraph.
 - Restate your overall opinion of the text.
 - Briefly present recommendations.
 - If necessary some further qualification or explanation of your judgement can be included. This can help your critique sound fair and reasonable.
 - Overall, is it an appropriate academic article?
- Write a reference list-accurately constructed. Include the article itself in the reference list as well as any other reading you may have done to help you respond to the task.

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 *You should refer to learning from the relevant units 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, referencing and digital skills.*

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: *Marks in this section will be awarded for your engagement with a wide range of appropriate literature from journal articles, books and reliable websites that relates to developing foundational skills for study and future employment. Remember to use Harvard referencing. Appropriate in-text citations should be included in your portfolio, and you should also present your reference list at the end of your work.*

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: *Marks in this section will be awarded for your knowledge and understanding of the key principles of referencing and critically responding to an article.*

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 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: *Marks in this section will be awarded for evaluating the underlying concepts being discussed and presenting evidence-based arguments in your answers to the questions around referencing.*

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: *Marks in this section will be awarded for your ability to accurately present your work in an appropriate academic style. Particularly through the appropriate application of solutions to the problems presented in parts 1 and 2a.*

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: *Marks in this section will be awarded for your overall presentation of the portfolio. You will need to ensure you actively proofread your work and have used the universities presentation guidelines at all times.*

E-portfolio

- Written in **UK** English in an appropriate business/academic style using an appropriate medium for the task. Please refer to additional Moodle resources for guidance on the production of mind maps and posters.
- Focus only on the tasks set in the assignment.
- Length: 2000 words (or equivalent) +/- 10% (5 marks will be deducted from the overall mark where the word count is exceeded).
- Use Grammarly to check spelling and grammar before submission.

Essential Resources:

- Resources listed on Moodle
- The module handbook & reading list
- UWTSD Referencing Guide
- The below assessment criteria

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.

Marks will be allocated based on how well the student has met the generic assessment criteria in each task.	Marks available	Marks awarded
1. Engagement with Literature Skills	15	
<i>Marks in this section will be awarded for your engagement with a wide range of appropriate literature from journal articles, books and reliable websites that relates to developing foundational skills for study and future employment. Remember to use Harvard referencing. Appropriate in-text citations should be included in your portfolio, and you should also present your reference list at the end of your work.</i>		
2. Knowledge and Understanding Skills	20	
<i>Marks in this section will be awarded for your knowledge and understanding of the key principles of referencing and critically responding to an article.</i>		
3. Cognitive and Intellectual Skills	15	
<i>Marks in this section will be awarded for evaluating the underlying concepts being discussed and presenting evidence-based arguments in your answers to the questions around referencing.</i>		
4. Practical Application Skills	25	
<i>Marks in this section will be awarded for your ability to accurately present your work in an appropriate academic style. Particularly through the appropriate application of solutions to the problems presented in parts 1 and 2a.</i>		
5. Transferable Skills for Life and Professional Practice	25	
<i>Marks in this section will be awarded for your overall presentation of the portfolio. You will need to ensure you actively proofread your work and have used the universities presentation guidelines at all times.</i>		

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:	BA Education Studies, BA Education Studies: Primary, BA Education Studies: ALN and Inclusion		
Module:	Learning in the Digital Era		
Module code:	ECGE4005P/C	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Dave Stacey	Internal Verifier:	Catherine Morgan
Assignment Title:	Video and Supporting materials.	Word count (or equivalent):	1500 word (equivalent)
Submission deadline:	12/12/22	Return date of provisional marks & written feedback:	18/01/23
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)**

- Demonstrate the foundational skills required to be a resilient and healthy independent learner.
- Practise the principles of learning agility.
- Use suitable technology to support and enhance their learning experience within the discipline area.

TASK DESCRIPTION

Design and develop a three-minute video presentation with the following parameters:

- Choose two (2) study skills that you feel are important for future employability and discuss how these can be transferred to an education setting.
 - You may wish to consider:
 - Referencing.
 - Paraphrasing.
 - Time management.
 - Critical thinking.
 - Reflection.
 - Digital literacy.
 - Any of the other study skills we have discussed in this module.
- Discuss why these are important skills for the workplace.
- Include action points for further personal development in these study skills.
 - Your action points should follow SMART principles

You should structure your video as follows:

- Introduction – Tell your viewer what you are going to tell them.
 - Include:
 - The study skills you are going to be discussing
 - Why you feel these are important
- Main body – Tell the viewer what you are discussing
 - Include
 - What your two chosen study skills are.
 - Who says these are important.
 - How these skills relate to employment in an educational setting.
- Conclusion – Tell your viewer what you have told them
 - Include
 - A summary of the your main body
- Action Plan – How are you going to develop these skills

Your video must include:

- Supporting visuals relevant to the study skills you are discussing.
- Relevant academic reference sources to support your discussion.
- A clear link to an education setting of your choice

You may wish to use one of the following for your visuals

- PowerPoint Presentation
- MS Sway
- Academic Poster
- PDP

Submission

Your supporting visuals and a link to your video should be submitted to Turnitin and include a cover page and list of references. You **MUST** ensure that your video can be viewed by your lecturer and the internal verifier.

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: *Marks in this section will be awarded for your engagement with a wide range of appropriate literature from journal articles, books and reliable websites that relates to developing foundational skills for study and future employment. Remember to use Harvard referencing. Appropriate in-text citations should be included in your supporting visuals, and you should also present your reference list at the end of your work.*

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: *Marks in this section will be awarded for your knowledge and understanding of relevant study skills and the benefits to you as a student in developing these skills.*

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: *Marks in this section will be awarded for the evaluation of the study skills applicability to the work place and your arguments surrounding this.*

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: *Marks in this section will be awarded for your use of SMART targets in developing your action plan and applying these to your own future career path.*

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: *Marks in this section will be awarded for your overall presentation of the portfolio. You will need to ensure you actively proofread your work and have used the universities presentation guidelines at all times.*

A 3 minute video with supporting visuals

- *Presentation of work: Both the supporting visuals and video should be presented professionally using UK English*
- *Focus only on the tasks set in the assignment.*
- *Length: 3 minute video +/- 10% (5 marks will be deducted from the overall mark where the word count is exceeded).*
- *Use Grammarly to check spelling and grammar before submission.*

Essential Resources:

- *Resources listed on Moodle*
- *The module handbook & reading list*
- *UWTSD Referencing Guide*
- *The below assessment criteria*

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		
	10	
2. Knowledge and Understanding Skills		
	30	
3. Cognitive and Intellectual Skills		
	10	
4. Practical Application Skills		
	30	
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%)		

GENERIC ASSESSMENT CRITERIA

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	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	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few	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.

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%
		and weak use of referencing.	not always applied accurately or consistently.	inaccuracies or inconsistencies .	inaccuracies or inconsistencies .		
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative

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%
quantitative data in order to develop lines of argument and make sound judgements.)	Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	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.	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.	An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	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 competence.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in

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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.	Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	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)	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	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	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	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	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	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	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

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
requiring the exercise of some personal responsibility within a structured and managed environment.)	skills for employment requiring the exercise of some personal responsibility.	approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	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 of minor weakness.	group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	requiring the exercise of some personal responsibility with an appetite for further development.	skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

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