Important note: Provisional Assignment Specification. Submission date and content subject to internal and external verification.

LEVEL 4 ASSESSMENT SPECIFICATION

Programme:	Computing Skills for the Workplace (CertHE) / BSc Cloud Computing		
Module:	Learning in the Digital Era		
Module code:	ACCA4025	**Contribution to Overall Module Assessment (%):**	50%
Lecturer:	Dr. Muhammad Azeem Abbas.	**Internal Verifier:**	Ms. Abida Perveen
Assignment Title:	**Assignment 1: E-Portfolio.**	**Word count (or equivalent):**	4 elements (2000 word equivalent).
Submission deadline:	**15/08/2022 – 3PM**	**Return date of provisional marks & written feedback:**	After the Exam Board
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

Create an Online e-portfolio that include your answers to each of the following 4 tasks. See guidance on the following page on how to create your e-portfolio and submit it's links & screenshots in a word document to TURNITIN. A Submission Template is provided below and on Moodle.

1) Unit 1 on Moodle and Written summary below:

a) Produce a written summary of no more than **250 words**, with some supporting visuals (images), on the topic of essential skills for study and employment. The summary should consider:

- How the development of such skills will support you in your chosen Career after you graduate.
- Make reference to at least four information sources. Include at least one textbook and one credible article and apply the correct referencing standard throughout (IEEE).

b) Submit your work to the Turnitin link (labelled Task One – Similarity Check) on the Moodle page and check your similarity score. In the same document as your summary, include a reflection of up to **100 words** on:

- Your similarity score and how you could improve it next time.
- Using the 'Generic Assessment criteria' as a guide, state the mark out of 100% you would award yourself and briefly explain why. The 'Generic Assessment criteria' is located at the bottom of the Assignment Specification below.

The resources covered in Unit 1 of this module will help you to complete this task. After creating your e-portfolio in task 2 below, include your answers to Task 1 parts a and b above on a page in your e-portfolio.

2) E-Portfolio creation and Video Presentation:

a) Create an Online e-portfolio with a page for each task answer for this Assignment.

1. Choose the platform to create your Online e-portfolio (e.g. a free Online Website builder such as Google Sites, Wix, Weebly, a free e-Portfolio builder or an Office 365 App. such as OneNote). Whichever method you choose, you must ensure your tutor is able to easily view your portfolio online and all the task elements for marking purposes.

- Your e-portfolio should have a welcome/title page, and for assessment purposes only include the Assignment task answers.
- If you are unable to include/embed any of the task answers, you can include links in the portfolio to allow the answer to be viewed in another application e.g. a link to the Video on YouTube or a link to the poster in your OneDrive.

b) Produce a Video presentation between 1-2 minutes including screenshots, some references and voice over slides throughout to demonstrate your e-portfolio. PowerPoint (or alternative) can be used to create the Video Presentation. Please see the 'Creating a Video presentation' guidelines below. Reference at least four information sources. To receive marks for this task you must make sure your tutor is able to view the video presentation online. If using YouTube, make sure to make the video public but unlisted**.**

- Optional: If preferred, instead of many screenshots you could include a Video demonstration in your slide deck. A free screen recorder could be used to do this, such as OBS Studio.

After creating your e-portfolio in task 2 above, include your answer to Task 2(b) on a page in your e-portfolio.

3) Automatic Referencing tool: Document the use of an Automatic Referencing tool (such as Refworks, EndNote, Mendeley or Zotero) using screenshots with brief accompanying narration (no more than **200 words**). Reference at least four information sources.

After creating your e-portfolio in task 2 above, include your answer to Task 3 on a page in your e-portfolio.

4) **Unit 2 on Moodle and Academic poster:** Create an A3 academic poster highlighting why the topics covered in Unit Four of the module are important for academic and career success in your chosen discipline. This task is linked to the team working activity you will undertake whilst completing the 'Life is a Team Sport' session in the unit (outlined below). Please follow the 'Academic Poster Guidelines' on Moodle to complete this task. Reference at least four information sources. To receive marks for this task you must ensure your tutor is able to view the Academic Poster online. E.g. if using Onedrive/GDrive to store your poster file, make sure the files permissions to the document enable anyone/ with the link to view the file.

After creating your e-portfolio in task 2 above, include your answer to Task 4 on a page in your e-portfolio.

'Life is a Team Sport' activity:

Team Activity: In a team of up to 4 members you should work together to come up with ideas for an academic poster that highlights why the topics covered in the Unit 'Becoming an effective Team Member' are important for academic and career success.

To do this you will need to choose some team members you would like to work with and set up a forum for you to meet, you could use MS Teams, or another platform you are familiar with. You can also use other channels to aid communication, such as WhatsApp. The output of this should be a document containing text, images and ideas for formatting your poster (this will then feed the assessment Task for the unit).

Your poster should make reference to this activity and the team members you worked with. In this instance it is expected there may be some similarity in the work produced (in terms of format and subject matter selected) but please ensure that the content is different. A list of references should be included with the poster.

The resources covered in Unit Four of this module will help you to complete this task.

Participation and contribution (10 marks): 10 marks will be awarded for engagement with the module's Online learning objects and activities. You will be awarded marks for viewing the content and completing the activities (i.e. forum, blog or padlet posts). To receive marks provide evidence of engagement in the appendix of your word submission document as follows:

1. **Viewing content:** After viewing each Unit Topic, take a screenshot of the Congratulations screen to include in the Appendix of your word submission document. The screenshots are evidence that you have viewed the material. This is also tracked in Moodle.
2. **Activity completion:** After completing each activity i.e. a forum, blog or padlet post, take a screenshot of the post and include it in the Appendix section of your word submission document. The screenshots are evidence that you have completed the activity.

E-Portfolio Submission:

- You can choose how to create your Online e-portfolio (e.g. You could use a free Online builder such as Google Sites, Wix, Weebly, a free Portfolio builder or an Office 365 App).
- **IMPORTANT:** Whichever method you choose, you must ensure your tutor is able to easily view your portfolio online and all the task elements. To ensure your work is accessible by the module tutors for marking, it is very important to sign out of the online applications used to create your work (e-portfolio and task answer Applications) and to try accessing them with the links you are providing in the word document. For the work to be marked, it must be available to the module tutors for marking. Failure to do so can result in losing marks even failing the assignment.
- Your e-portfolio should have a welcome/title page, and for assessment purposes should only include the elements outlined in the tasks above.
- If you are unable to include/embed any of the elements above, you can include links in the portfolio to allow the element to be viewed in another application.
- **Submit a working link and screenshot of your e-portfolio in a word document to Turnitin by the assessment submission date. Read and follow the 'L4 LDE Assignment 1 Template - Submission Structure' document to create your word document to submit to TURNITIN.**

Creating a Video presentation:

PowerPoint and Youtube can be used. Please note other technologies can be used if preferred (e.g. such as Adobe Spark). Whichever method is chosen to produce and display your video presentation, you will need to make sure your tutor can easily view the video online. Please make sure the video is streamed over the cloud and **NOT** available via download as video file sizes can be very large and PowerPoint slides do not include video timings. The following step-by-step guide can help you to easily create a video presentation. Please also use online tutorials for further assistance if needed.

1. Create PowerPoint slides.
2. Voice over slides: Record yourself delivering the slides. Goto: Slide Show > Record Slideshow.
3. File: Export: Create a Video.
4. Upload to e.g. Youtube (***** as **public** and **unlisted**), Vimeo or Other.
5. Include video / video url in your e-portfolio.

*** IMPORTANT:** To receive marks for this element, you must make sure your tutor is able to view the video presentation online. Make sure to make the video **public** but **unlisted.**

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: *Your portfolio should include reference to at least 10 such sources and the referencing standard for you course applied throughout.*

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 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.*

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: *Your responses to the tasks should be underpinned with reference appropriate evidence.*

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: *You should demonstrate you are able to apply the knowledge gained and/or tools learned in the course of the module to the assessment task.*

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: *E-portfolio*

- *Written in **UK** English in an appropriate 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: +/- 10% (5 marks will be deducted from the overall mark where the word count is exceeded).*
- *You could 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		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice **(including 10 marks for Online content participation.)**		
	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 (3rd / Pass)**	**GOOD (2.2 / Pass)**	**VERY GOOD (2.1 / Merit)**	**EXCELLENT (1st / Distinction)**	**EXCEPTIONAL (1st / 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	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	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	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 (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
			applied accurately or consistently.	inconsistencies .	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 quantitative data in order to develop lines of argument and	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.	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,	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	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	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	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	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
make sound judgements.)	Minimal or no use of evidence to back up views.	uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	logical judgements.	and valid judgements.	and valid judgements.	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. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. 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.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
						appropriate solutions.	
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 exercise of some personal responsibility.	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 of minor weakness.	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.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH