

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student number:	ID
Programme:	Cert HE Business Skills for the Workplace		
Module:	Digital Skills		
Module code:	LCLM4002	Contribution to Overall Module Assessment (%):	100%
Module Leads:	Dr. Amer Kareem - London Caroline Walsh - Birmingham	Internal Verifier:	Dr Lizeta Demetriou Yohan Mendis Naomi Doerge
Assignment Title:	Digital skills portfolio	Word count (or equivalent):	3000 words equivalent
Submission deadline:	Task 1 In-class Quiz – to be completed during class time (Week 6) Taking place week beginning: 10th of November 2025 Task 2 Poster– (Week 8) To be submitted to Turnitin by: Monday 24th of November 2025 10:00 am Task 3 Website Evaluation – To be submitted to Turnitin by: Monday 15th of December 2025 10:00 am	Return date of provisional marks & written feedback:	Task 1: 12th December 2025 Task 2: 22nd December 2025 Task 3: 16th January 2026
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: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		

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.
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Module Learning Outcomes (from module syllabus)
Upon the successful completion of this module, the student should be able to: • Demonstrate technical competencies in using technologies to improve workplace efficiency; • Effectively navigate, identify, and handle a range of digital information/content.

TASK DESCRIPTION

Task 1 of 3 – In class- Skills Quiz (30 marks)

You will be asked to complete a skills quiz in your **week 6** workshop session. The quiz will contain 30 questions on Microsoft 365 skills covered in weeks 1 – 5 and other technical competencies.

You will have 45 mins to complete this quiz during the class time on the provided sheets.

Task 2 of 3 – Information Poster (30 marks)

Create an informative poster that could be display in a workplace. Choose **one** of the following topics and create a poster to provide the 'How to.' information.

You will be given one hour of class time respectively during Week 6 and 7 to develop your poster, in addition to your independent work.

Topic Choices:

- How to insert hyperlinks in a PowerPoint.
- How to share a file via the OneDrive.
- How to create a new Teams meeting
- How to create a chart in Excel

Aim to demonstrate your accurate knowledge of a process as well as making your poster visually engaging. In diagrams/ charts used should be created by the students using relevant tools. You should avoid using ready-made materials from external sources such as diagrams, and step-by-steps guides.

You may create your poster using Microsoft Word, Microsoft PowerPoint, or Canva. You must covert your completed poster as a PDF document and upload it to the FINAL Turnitin 'Submission Link' by the submission deadline stated above.

Task 3 of 3 – Website Evaluation report – (40 Marks) - 1200 words or equivalent (+/-10%)

Complete a website evaluation of a small business website, you **must choose one** of the following small businesses:

Yoga Reading: <https://www.yogareading.co.uk>

The Cooking Academy: <https://www.thecookingacademy.co.uk>

Cleaners of London: <https://www.cleanersoflondon.co.uk>

Hollywood Bowl UK: <https://www.hollywoodbowl.co.uk>

You **must** use the '**Website Evaluation Template**' document provided in class to complete your evaluation and recommendations. Your completed website evaluation should be submitted to Turnitin 'Submission Link' by the submission deadline shown above.

ALLOWABLE USE OF AI

Allowable Use of Generative AI in this assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	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 getting suggestions to rephrase your work.	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:

- Task 1 – No marks available –
- Task 2 – No marks available
- Task 3:
 1. Students must use research to support their evaluation and analysis within task 3.
 2. Students will be expected to use at least, 2 references.
 3. References should be provided in Harvard style. *For further instructions, please use this [link](#).*

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:

- Task 1 and task 2 Students must demonstrate technical competencies in using technologies to improve workplace efficiencies (such as various software, electronic platforms etc).
- Task 3 – Students should provide accurate and relevant information relating to their chosen website, links to social media and the importance of business-to-customer communication. - Students must demonstrate that they can effectively navigate, identify, and handle a range of digital information/content in all tasks.

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:

- Task 1 – No marks available
- Task 2 – The posters needs to be logically organised and demonstrate the ability to breakdown information/processes meaningfully.
- Task 3 – Students should provide well organised information that allows the reader to understand the purpose of the evaluation. Students should include recommendations for improvements.

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:

- Task 1 – No marks available
- Task 2 – Students should include accurate information that demonstrate an understanding of the topic chosen. Student should demonstrate a variety of skills, such as using text boxes, images, tables or SmartArt/shapes while using appropriate software efficiently.
- Task 3 – Students must demonstrate the practical application of their knowledge into a real -world website evaluation. Students are also expected to provide their personal recommendations. - All tasks must be attempted independently and without the collusion of peers. - All points must be made relevant to the task outlined in the assignment brief.

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:

- Task 1 – No marks available
- Task 2 – Students should demonstrate that they are able to communicate a coherent message to a professional audience.
- Task 3 - A clear structure should be demonstrated in writing and presenting the work. Full sentences and paragraphs should be used within the evaluation task, language should be professional and fluent.
- - All students must maintain the use of professional language in all tasks.

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		
Task 1	0	
Task 2	0	
Task 3	5	
2. Knowledge and Understanding Skills		
Task 1	30	
Task 2	5	
Task 3	10	
3. Cognitive and Intellectual Skills		
Task 1	0	
Task 2	5	
Task 3	5	
4. Practical Application Skills		
Task 1	0	
Task 2	10	
Task 3	10	
5. Transferable Skills for Life and Professional Practice		
Task 1	0	
Task 2	10	
Task 3	10	

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	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL (3rd / Pass)	Category 0-29% (2.2 / Pass)	30-39% (2.1 / Merit)	40-49% (1st / Distinction)	50-59% (1st / Distinction)	60-69% (1st / Distinction)	70-84% (1st / Distinction)	85-100% (1st / Distinction)
Engagement	Little or no essential range of literature, relevant and independently. Referencing omissions and minor	Poor engagement with a limited range of relevant literature, sources. Reliance on academic and non-academic sources. Referencing gained through class though not always	Engagement with a wide range of relevant literature, sources. Reliance on High-level conventions and indiscriminate use of contact. Some credible sources. Referencing	Engagement with extensive range of reading, inappropriate retrieval of sources and mostly unsupported texts rather than relevant and application of applied.	Engagement with wider reading. credible literature. academic Views and findings gained through class Some over-reliance on consistently honesty) authoritative. sources. Heavily	Engagement with Exceptional with literature evidence of reading with No evidence mostly relevant and range of sources including sources and credible of information	Engagement with Exceptional with literature evidence of reading with No evidence mostly relevant and range of sources including sources and credible of information	Engagement with Exceptional with literature evidence of reading with No evidence mostly relevant and range of sources including sources and credible of information	Engagement with Exceptional with literature evidence of reading with No evidence mostly relevant and range of sources including sources and credible of information	Engagement with Exceptional with literature evidence of reading with No evidence mostly relevant and range of sources including sources and credible of information	Engagement with Exceptional with literature evidence of reading with No evidence mostly relevant and range of sources including sources and credible of information	Engagement with Exceptional with literature evidence of reading with No evidence mostly relevant and range of sources including sources and credible of information
Knowledge	Major gaps in understanding of basic underlying concepts and principles within the field of study. Inaccuracies and/or missing	Gaps in knowledge of the knowledge and detailed knowledge of the basic principles, with flawed concepts and principles is concepts and the basic of the basic basic underlying or superficial principles within the accurate with a principles. underlying underlying concepts and concepts and understanding. Some subject area. Some	Limited knowledge of the knowledge and detailed knowledge of the basic principles, with flawed concepts and principles is concepts and the basic of the basic basic underlying or superficial principles within the accurate with a principles. underlying underlying concepts and concepts and understanding. Some subject area. Some	Knowledge of the Competent Excellent Exceptional, and knowledge and the basic underlying and understanding of concepts and the basic underlying concepts and principles of the significant elements may be understanding of good principles of the principles subject.) subject	Knowledge of the Competent Excellent Exceptional, and knowledge and the basic underlying and understanding of concepts and the basic underlying concepts and principles of the significant elements may be understanding of good principles of the principles subject.) subject	Knowledge of the Competent Excellent Exceptional, and knowledge and the basic underlying and understanding of concepts and the basic underlying concepts and principles of the significant elements may be understanding of good principles of the principles subject.) subject	Knowledge of the Competent Excellent Exceptional, and knowledge and the basic underlying and understanding of concepts and the basic underlying concepts and principles of the significant elements may be understanding of good principles of the principles subject.) subject	Knowledge of the Competent Excellent Exceptional, and knowledge and the basic underlying and understanding of concepts and the basic underlying concepts and principles of the significant elements may be understanding of good principles of the principles subject.) subject	Knowledge of the Competent Excellent Exceptional, and knowledge and the basic underlying and understanding of concepts and the basic underlying concepts and principles of the significant elements may be understanding of good principles of the principles subject.) subject	Knowledge of the Competent Excellent Exceptional, and knowledge and the basic underlying and understanding of concepts and the basic underlying concepts and principles of the significant elements may be understanding of good principles of the principles subject.) subject	Knowledge of the Competent Excellent Exceptional, and knowledge and the basic underlying and understanding of concepts and the basic underlying concepts and principles of the significant elements may be understanding of good principles of the principles subject.) subject	Knowledge of the Competent Excellent Exceptional, and knowledge and the basic underlying and understanding of concepts and the basic underlying concepts and principles of the significant elements may be understanding of good principles of the principles subject.) subject

[illegible]

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%
					appropriate solutions.	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.

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