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

APPENDIX GA36a

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**CertHE Computing Skills for Workplace**		
Module:	**Learning in the Digital Era**		
Module code:	**ACCA4025**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer:	**Koushik , Fahad**	**Internal Verifier:**	**Sadhana Jha**
Assignment Title:	**Component 1- E-Portfolio**	**Word count (or equivalent):**	**See 4 tasks below**
Submission deadline:	**Friday 21-11-2025 [Week 7]** **14:00 (2PM)**	**Return date of provisional marks & written feedback:**	**19th December 2025**
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.		

Module Learning Outcomes (from module syllabus)
Use suitable technology to support and enhance their learning experience within the discipline area.

TASK DESCRIPTION

Use of Generative AI in Assessment
(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research 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. Cite and reference once per task. **See guidance below.**	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 on using GAI in this assessment:
Use of Generative AI: For foundational learning purposes at L4/Yr1, it is very important to learn how to research & reference correctly and to learn the foundational knowledge and skills that will be applied in specific L5 and L6 module assessment questions & scenarios, which Generative AI tools are not able to answer. Failure to learn the foundational skills at L4 will result in failing L5 and L6 modules and the HN/Degree programme.

For this assessment, Generative AI (GAI) **can be used to**:

- **As ONE reference source per question.** Included in the report as follows:
  - **Reference:** The content produced by GAI such as ChatGPT is classed as non-recoverable material and should be cited as a personal communication. In IEEE referencing, personal communications are included as numbered in-text citations that match the corresponding reference list entry. Use the full name of the AI tool as the author.
    - Example: [1] OpenAI's ChatGPT, private communication, Feb. 2023
  - **In-text citation:** In the main body of the report, include a standard in-text citation number that matches the corresponding reference list entry.
    - Example: GAI output from [1] states that …
    - **Either paraphrase or direct quote** the information as you would normally do when citing reference source information.

For further information on referencing GAI output, please see the University's Library referencing guidance here: Referencing handbooks.

For this assessment, Generative AI (GAI) **cannot be used to**:

- GAI output MUST NOT be used to answer any assignment tasks verbatim i.e. using the same words/commands/code/comments generated by the GAI tool. Doing so is deemed academic misconduct and students are penalised.

TASK DESCRIPTION

Create an online e-portfolio that includes your answers to the four tasks below. Each task should have citations and references. After completing your e-portfolio, submit the link and a screenshot in a Word document to TURNITIN. Use the Submission Template given below.

1. **IEEE Referencing & written summary on essential academic and employment skills (350 words):**

a. Write a summary of approx. 250-word (with visuals) about essential skills for study and employment. Explain how these skills will help you in your chosen career. Use the IEEE referencing style and include 4-5 sources (including one online source, one credible book and one credible article).

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

The resources covered in Unit 1 of this module can help you to complete this task. In task 4 below, include your answers to Task 1 parts a and b in your e-portfolio.

2. **Collaborative Teamwork and Professional Academic poster (A3 Poster): (No word count required)**

Create an A3 poster that explains why teamwork is important for academic and career success, based on the Moodle Unit 2 topic 4 "Life is a Team Sport". Follow the 'Academic Poster Guidelines' on Moodle and include 4-5 citations and references. Make sure the poster is accessible online. The poster should be completed individually.

- 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 file permissions to the document enable anyone with the link to view the file.

In task 4 below, include your answer to task 2 in the e-portfolio.

<u>Team Activity: 'Life is a Team Sport' introductory activity.</u>

- In a small team, produce a mind-map that summarises the key considerations of effective teamwork. The mind-map is the artefact for the introductory activity of Unit 2 topic 4 'Life is a Team Sport'.
- Arrange a day and time for your team to meet and use collaborative technology of your choice such as MS Teams, Zoom or Google Chat/Meet) to discuss ideas and create the map. You can research before and/or during the meeting.

- Your mind map should be clear and concise and no more than approx. 400-500 words or approx.150 words per person. It can be produced using freely available Online Mapping technology of your choice (e.g. Mindmeister.com, Coggle.it, GitMind.com, Ayoa.com) or an Office 365 Application.
- The artefact content can be obtained from research sources. You do not have to use knowledge gained from the Moodle units to produce the artefact/mind-map.
- Although this is a non-assessed activity, your poster for this task should make reference to this activity, with and an image of the map produced.

3. **Automatic Referencing tool (450 words):**

Use an automatic referencing tool (such as RefWorks) to add relevant IEEE citations and a reference list to the task outlined below.

- Select one of the topics in Moodle Unit 3 'Virtual Collaboration' and summarise some of the main points with several supporting citations and accompanying screenshots/images. Use an automatic referencing tool (such as RefWorks) to add relevant citations and a reference list to the summary. (Approx. 350 words)
- Document several screenshots with brief accompanying description to provide practical evidence of the use of RefWorks/other automatic referencing management tool. (Approx 100 words)

In task 4 below, include your answer to task 3 in the e-portfolio.

4. **E-Portfolio creation and review: (No word count required)**

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

- Build an online e-portfolio (using Google Sites, Wix, or another platform) and include your completed tasks. Ensure all content is accessible to your tutor. If necessary, use links and images to display your work.
- Your e-portfolio should have a welcome/title page, and the Assignment task answers. If you are unable to include/embed any of the task answers, you can include images of them and links in the portfolio to allow the answer to be viewed in another application e.g. an image and a link to access the poster in its cloud storage e.g. OneDrive.

b. **Produce an illustrative review:**

- On a page in your e-portfolio explain which tool you used to create it and why. Then **take a screenshot of each page of your e-portfolio and document** the screenshot in your word submission document (template below).

Further guidance:

E-Portfolio Submission:

- You can choose how to create your Online e-portfolio (e.g. You could use a free builder or office tool such as Google Sites, Wix, Weebly, Wordpress, a free Portfolio builder or Office365 OneNote).
- **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 each page 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' below to create your word document to submit to TURNITIN.**

TURNITIN Submission Template - L4 LDE Assignment 1

Here is the template structure for the word document to submit to the TURNITIN Assignment 1 link in the module on Moodle. In a word document, **using this template as a guide**, include the following in report format (inc. Cover page and Table of contents), and submit to the Assignment 1 TURNITIN link on Moodle. The following is proof that you have completed the assignment in case the e-portfolio cannot be accessed.

Report Cover page: Title page. (How to: Create a Report Cover/title page in Word + Video)
> To include: Module Name, Assignment Title, Student Name, student number and Course title.

NEW PAGE: Table of Contents. (How to: Create Automatic Table of Contents in Word + Video)
> To include: items listed below.

NEW PAGE: e-Portfolio.
1. A **link** to the online e-portfolio homepage.
2. A **screenshot** of the e-portfolio homepage.

Task 1 – Written summary.
* A **screenshot/s** of the task answer in the e-portfolio.

Task 2 – Mind Map & Academic poster.
1. A **link** to view the Mind-map online.
2. A **screenshot** of the Mind-map.

3. A **link** to view/download the Poster from it's cloud storage (e.g. OneDrive, Google drive).
4. A **screenshot** of the Poster.

Task 3 – Automatic Referencing tool.
* A **screenshot** of the task answer in the e-portfolio.

Task 4 – e-Portfolio creation and review.
* Include a **screenshot** of each page of your e-portfolio.

IMPORTANT LINK TEST REMINDER: to ensure your work is accessible by the module tutors for marking, it is important to sign out of the online applications to test the links or use the incognito/private tab to try accessing the links provided in this document. For the work to be marked, it must be accessible to the module tutors for marking.

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: You should present your work in a clear structured and accessible way and provide evidence of engaging with the module's online learning content.

- *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.

Generic Assessment Criteria	**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	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 applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies	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	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

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%**
	material. Substantial inaccuracies.	and/or irrelevant material.		but lacks depth and/or breadth.			
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	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	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	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	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of

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%**
	problem-solving in particular contexts.	the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	problem-solving in particular contexts and proposes mostly appropriate solutions.	approaches to problem-solving in particular contexts and proposes appropriate solutions.	approaches to problem-solving in particular contexts and proposes appropriate solutions.	wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the 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