



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

LEVEL/ LEFEL 4

MODULE CODE/ COD Y MODIWL: EMPL4013
PATHWAY PROJECT 1

ASSESSMENT TYPE/ MATH O ASESU: ASSIGNMENT

ASSESSMENT/COMPONENT/ ASESAD/CYDRAN: 2

COMPONENT WEIGHTING/ PWYSAU'R CYDRAN: 50 %

WORD COUNT/ NIFER Y GEIRIAU: 1500 – 2000(words)

SUBMISSION DETAILS/ MANYLION CYFLWYNO:

- **Make sure that Your Name , Your Student Number, Your Module Title, Assignment Title and Your Module Lecturer's Name are clearly shown on the front page of your assignment**
- **All assignments must be submitted electronically to Moodle.**
- **DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.**



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CERTIFICATE OF HIGHER EDUCATION ASSIGNMENT SPECIFICATION (SOAC)

Programme:	Certificate of Higher Education in Skills for the Workplace		
Assignment Title:	Pathway Project 1		
Hand Out Date:	The 2 nd Week of Term	Submission deadline:	Please refer to the assessments schedule published on Students' Hall in Moodle and the Assessment Board on campus

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|---|---|
| <ul style="list-style-type: none">• Referencing: | In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication). |
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Late submission will result in a late penalty mark, as follows:

**Up to one week late, maximum mark of 40% for first attempts and 0% for resubmissions. No work will be accepted more than one week after the submission deadline
(Academic Quality Handbook 2016/17 7.5 (5))**

MODULE AIM

- To develop students awareness of employability in a local and global context.

LEARNING OUTCOMES

By the end of this module students should be able to:

1. identify a personal skill-set and knowledge relevant to the project;
2. demonstrate awareness of sustainability and global citizenship within the context of the project;
3. demonstrate a range of employment skills in the completion of a group project;
4. organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

ASSESSMENT

Assignment 2 - 50% of module mark – Written work

Individual Reflective submission - (1500 - 2000) words

TASK DESCRIPTION

You are required to submit a **reflective account** of the collaborative working that you have experienced within Pathway Project 1. You should also reflect upon **three** of the skill areas that you have developed and applied as part of your project.

Select any three from the following skills areas:

- ☐ Time management
- ☐ Delegation
- ☐ Interpersonal communication
- ☐ Networking

Please note that you will be assessed on the process and the product of your group work i.e.

- Contribution to the group: You must complete one individual learning log of the process of developing your reflective account.
- Interaction with the group: You must complete your individual reflective account i.e. your assignment document.

Submission: **You must submit your reflective submission together with your *learning log* in YOUR FINAL document and upload it to Moodle.**

Although your learning log has no fixed number of words, it is one of the prime documents that will inform your reflective body of work. You can write this as a **report or an essay** and you are advised to seek other academic theories and concepts.

Take care to ensure that you include a references and bibliography, in order to demonstrate that you have undertaken appropriate research to support your reflective assignment.

Accompanying Notes for Assignment 2

A written document of **1500-2000 words** reflecting on your personal experiences during the process of **preparing** and **conducting** your presentation right down to the final presentation date.

You are strongly advised to keep 'learning logs' for every session and every group meeting or Skype discussion afterwards.

You can write in first person in this instance.

Plus

An individual plan for the presentation itself (what it will cover and how long etc.)

For your presentation, ensure you provide copies of support materials including:

- Your presentation plan,
- Screen shots of your presentation with any additional copies of all presentation material- These can be saved and placed in the appendix of your document. If you are writing in Microsoft Word, these can also be saved as a PDF prior to submission.

Learning Log

This is separate document that you will submit by inserting it in the appendix of ***your final Reflective document*** that you will UPLOAD to Moodle. It is a **recording** of your development, growth and analysis of your presentation process.

The Log will show records of the development process of your contribution to the group presentation covering the following areas:

- How did you work together?
- Who did what?
- What went wrong?
- What went well?
- Did you meet often enough?
- Did you use Skype (or other online meeting platform)?
- Did that work well?
- Did you have technical problems in meeting online?
- Did some group members refuse to meet online?
- How did you overcome this?
- Did someone not pull their weight?
- Did you discuss this with them as a group?
- Did you resolve this problem satisfactorily?
- How did you divide the work between you?
- Was it fairly shared out?
- What have you learned by doing this?
- Did you enjoy the process?
- Why did you enjoy it?
- Did you dislike the process?
- Why did you dislike it?
- How could it have been improved?

Assignment 2 Assessment Criteria

Assessment Criteria	Learning Outcome(s)	% of Marks
Reflect upon the collaborative working experienced in the project, identifying a personal skill-set and knowledge relevant to the project.	1	30%
Prepare an individual reflective submission, demonstrating awareness of leadership, community, sustainability, global citizenship and a range of employment skills.	2 & 3	30%
Organise their knowledge and learning through use of a range of information resources and present their work at the appropriate level.	4	20%
Submission of an individual Learning Log which records and reflects upon the development process of your reflective submission.	1, 2, 3 and 4	20%

COMMON ASSESSMENT AND GRADING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	REFER (equivalent to 0-29%)	REFER (equivalent to 30-39%*)	PASS (equivalent to 40-49%)	PASS (equivalent to 50-59%)	MERIT (equivalent to 60-69%)	DISTINCTION (equivalent to 70-79%)	DISTINCTION (equivalent to 80-100%)
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

