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

APPENDIX GA36a

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**Certificate in Higher Education Skills for the Workplace and Health and Social Care**		
Module:	**Academic and Employability Skills**		
Module code:	**BMSW 4001**	**Contribution to Overall Module Assessment (%):**	**100% (50% for Task 1 and 50% for Task 2)**
Module Leader	**Doreen Nyaa Amundam**	**Internal Verifier:**	**Yohan Mendis**
Assignment Title **Submission deadline**	**The Role of ICT in Education.** **14/08/2020**	**Word count (or equivalent):**	**2000 ± 10%**
Assignment Title **Submission deadline**	**Reflective Review on Employability Skills** **14/08/2020**		**2000 ± 10%**
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)
LO 1 Analyse published literature relating to a specific topic or subject area and produce a fully referenced, appropriately structured academic report LO 2 Reflect on their learning using recognised models of reflection LO 3 Research and present their findings in a variety of formats on a range of employability skills and collect and analyse feedback on their delivery.

TASK DESCRIPTION

Task 1 (2000 words)-LO1

Write a report to the UK Secretary of State of Education on the role of Information and communication technology in education (ICT). Your report should:

- Outline 4 to 5 roles of information and communication technology in education
- Cite examples of how information and communication technology has been of importance to you as a student or others
- Give recommendations on how information and communication technology can better be use by higher education students.

Task 2 (2000 words) LO2 and LO3

Using the feedback you received from completing any 3 or all of the activities, individually produce a reflective report on how the learning in this module has helped you develop a range of employability skills. You should:

- Choose between 3 to 5 employability skills the activities and the learning in this module has helped you develop.

Employability skills to choose from include:

- Time Management skill
- Note Taking
- Written Communication skill
- Finding information / Research skill
- Critical thinking skill
- Presentation skill
- Digital skill
- Team working skill Planning and organisation

Activities to complete and choose from include: You can find these activities on Moodle under each week as indicated below.

Week 1: Activity 1 - Identifying skills
Week 1: Activity 2- Using the 4D Time Management tool.
Week 1: homework activity- Note taking methods/tools
Week 2: Activity 3 – Finding information
Week 2: Homework activity- Searching Information
Week 3: Activity 2-Referencing and paraphrasing
Week 3: Homework activity- Understanding plagiarism and referencing
Week 4: Homework activity- Structuring academic work
Week 6: Activity 1 –Identifying employability skills and enhancing presentation skill Week 7: Group Homework activity- Teamwork and Presentation skill

- Explain how the feedbacks collected through completing the activities are helping you to develop/improve on the chosen skills using specific examples.
- Explain how you are developing the chosen skills and the tool you are using. Examples of such tools are: 4D for time management, CRAAP test for information search/research etc.
- You may consider generating a Personal Development Plan (PDP) on each skill.

NB: Each student must complete and support their work with the feedback received from completing at least 3 of the above activities**.** Ensure to attach your feedback template as an appendix.

General Submission Guidance

1. All of your submissions must include a title page that clearly states your name, your student number, the module code and title, your lecturer's name, and your assignment title.

2. All of your submissions should be typed in Arial font, size 11.

3. All of your submissions should be typed with 1.5 line spacing.

4. All of your submissions should have an appropriate structure, include page numbers, and have a reference list.

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:

- ***You are expected to have a minimum of 2 in-text citations and a complete reference list for every 500 words that you write.***
- ***Use Harvard referencing norms when referencing.***

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:

• Demonstrate your knowledge and ability to apply academic skills and analyse published literature on the role of technology in education

•Reflect on a range of employability skills acquired through your learning.

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:

- ***Analyse and support sourced information by adding personal judgement.***
- ***Give recommendations on how students can better use technology***
- ***Use feedback collected to reflect and make sound argument on a range of employability skills develop.***

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 subjectrelated 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: • Logically apply analytical tools to reflect on the employability skills develop (e.g. Gibb's reflective circle, 4D time management tool etc.).

• Use examples where appropriate to support your points/arguments

• Demonstrate originality and creativity/innovative thought in your work

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:

- ***Please pay attention to the words that are highlighted in BOLD in the above paragraph***
- ***Follow the generic submission guidelines provided on page 2***

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

Task 1 Task 2	10 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	**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. Highlevel 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 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

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%**
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 / misinterpretation.	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 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 appropriate solutions.	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.
Transferable	Work is poorly	Work is poorly	Mostly ordered	Mostly coherent,	Work is accurate,	Work is coherent,	Work is accurate,
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%**

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.)	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.	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.	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.	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.	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.	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.	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