



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

Certificate of Higher Education in Employability Skills

LEVEL 4

Academic Skills for the Digital Era (BMSW4013)

**2025 – 2026
Term 2**

Aim(s):

To develop the foundational concepts and practical application of essential academic skills.

Learning outcomes:

Upon the successful completion of this module, the student should be able to:

- analyse published literature relating to a specific topic or subject area and produce a fully referenced, appropriately structured academic report.
- reflect on their learning using recognised models of reflection.
- research and present their findings in a variety of formats on a range of employability skills and collect and analyse feedback on their delivery.

Indicative content:

- Strategies and techniques to establish effective study routines.
- Principles of academic writing in theory and practice, encompassing formal writing structure, critical writing, referencing and evidence gathering.
- Applicable technologies for learning and academic presentation in written and visual formats.
- Principles for reflection within a personal and academic context

Study time allocation:

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

Assessment:**Assessment Component 1**

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Evidence of Learning (E-Portfolio)	3 elements (1500 words)	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment (Reflective Essay)	1500 words	50%

Assessment summary:

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

Indicative reading list:

Module Code	BMSW4013	
Module Title	Academic Skills for the Digital Era	
Classification	Reading List entry	Electronic*
Essential	Cottrell. (2019). The study skills handbook. 5 th edn. Macmillan Education UK.	☒
Essential	Cottrell, S. (2023) <i>Critical thinking skills : effective analysis, argument and reflection</i> . 4 th edition. Bloomsbury Academic.	☒
Essential	Cite them right : the essential referencing guide. London :, Bloomsbury Academic. https://ezproxy.uwtsd.ac.uk/login?url=https://www.citethemrightonline.com .	☒
Further	Cottrell. (2021). Skills for success: the personal development planning handbook. 4 th edn. Palgrave Macmillan.	☒
Further	Godfrey, J. (2018). How to use your reading in your essays. 3 rd edn. Bloomsbury Academic.	☒
Further	Bedford & Wilson (2020). Study skills for foundation degrees. 3 rd edn. Routledge.	☒
Further	Van Emden & Becker (2022). Presentation skills for students 3 rd edn. Bloomsbury Academic.	☒
Further	Burroughs, C. (2019). <i>The return to study handbook : study skills for mature, distance, and workplace learners</i> . Kogan Page Limited.	☒

Further	McMillan, K. (2021). <i>The study skills book : your essential guide to university success</i> 4 th edn. Pearson.	☒
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Teaching Plan

Week	Content	Resources	Assignment & Tasks
1 W/C 12/01	Building your Student Toolkit • Study Skills • Kolb's Learning Theory • Pomodoro Technique • Eisenhower Matrix • Learning Styles • Moodle • Module Handbook	• PowerPoint • Computer / Laptop • Worksheet • Moodle Access • Mobile Phone • Module Handbook (Digital Copy) • 10 Minute Reflection Activity	Assignment 1: Portfolio of Evidence (ALL Components) Submission Deadline: Friday 27th of February 23.59 Assignment 2: Reflective Essay Submission Deadline: Friday 27th of March 23.59 Task: Complete Finding & Using Information: Unit 1 – Identifying Information on Moodle. Task: Complete Finding & Using Information: Unit 2 – Searching for Information on Moodle.
2 W/C 19/01	Finding & Using Information • The Online Library with Lisa Ellis • Reading Lists with Lisa Ellis • CRAAP Test • Keyword Research	• PowerPoint • Computer / Laptop • Worksheet • Moodle Access • 10 Minute Reflection Activity	Task: Complete Referencing: Unit 3 – The Basics on Moodle. Task: Complete Referencing: Unit 2 – Managing Information on Moodle.
3 W/C 26/01	Introduction to Course Reps Note Taking, Paraphrasing & Harvard Referencing • Harvard Referencing with Lisa Ellis • Referencing multiple sources • Paraphrasing	• PowerPoint • Computer / Laptop • Worksheet • Moodle Access • 10 Minute Reflection Activity	Task: Complete Referencing: Unit 1 – Academic Integrity & Avoiding Plagiarism on Moodle
4 W/C	Course Reps Voting Academic Writing • Academic Writing	• PowerPoint • Computer / Laptop	Task: Complete Finding and Using Information:

02/02	• PEEL Structure • Critical Thinking	• Worksheet • Moodle Access • Harvard Referencing Activity • 10 Minute Reflection Activity	Unit 4 – Evaluating Information on Moodle.
5 W/C 09/02	Academic Integrity • Academic Integrity • Academic Misconduct • AI Acknowledgement	• PowerPoint • Computer / Laptop • Worksheet • Moodle Access • Harvard Referencing Activity • 10 Minute Reflection Activity	
6 16/02 W/C	Reading Week [No Lecture]		<i>Assignment 1 Draft Deadline: Wednesday 18th of February</i>
7 W/C 23/02	The Art of Presenting • Understanding the fundamentals of presentations • The 5P's of Presentation • Enhancing presentation delivery	• PowerPoint • Computer / Laptop • Worksheet • Moodle Access • Harvard Referencing Activity • 10 Minute Reflection Activity	Assignment 1: Portfolio of Evidence (ALL Components) Submission Deadline: Friday 27th of February 23.59
8 W/C 02/03	Writing Reflectively • Understand the Concept and Importance of Reflection • Different Reflective Models • Gibbs' Reflective Cycle SMART Action Plan	• PowerPoint • Computer / Laptop • Worksheet • Moodle Access • 10 Minute Reflection Activity	Task: Using Gibbs Reflective Cycle, reflect on Week 1 – 8 of this Module and how your Academic Skills have developed. Task: SMART Action Plan
9 W/C 09/03	Marking Criteria & Self-Assessment • What marking criteria mean	• PowerPoint • Computer / Laptop • Worksheet • Moodle Access • 10 Minute Reflection Activity	

	• Common misconceptions about grading • Difference between effort and evidence • What assessors look for at different grade levels • The importance of self-assessment in academic success		
10 W/C 16/03	Evaluating Academic Skills Development • What strengths and weaknesses mean in an academic context • Evidence-based reflection (not opinion-based) • Linking academic skills to performance • Moving from evaluation to improvement	• PowerPoint • Computer / Laptop • Worksheet • Moodle Access • 10 Minute Reflection Activity	<i>Assignment 2 Draft</i> <i>Deadline: Wednesday 18th of March</i> Task: Review Assignment 2 Draft Action Plan
11 W/C 23/03	Understanding and Using Feedback • The Role and Importance of Feedback • Models and Methods of Effective Feedback • Using Feedback for Personal and Professional Growth • Evaluating and Reflecting on Feedback	• PowerPoint • Computer / Laptop • Worksheet • Moodle Access • Module Feedback Group Activity	Assignment 2: Reflective Essay Submission Deadline: Friday 27th of March 23.59 Task: Module Feedback Questionnaire

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Employability Skills		
Module:	Academic Skills for the Digital Era		
Module code:	BMSW4013	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Ffion Cumberpatch	Internal Verifier:	Philippa Fitzgerald
Assignment Title:	Evidence of Learning (E-Portfolio)	Word count (or equivalent):	1,500
Submission deadline:	Friday 27th of February 2026 23.59	Return date of provisional marks & written feedback:	27th March 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. 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)			
Upon the successful completion of this module, the student should be able to: - analyse published literature relating to a specific topic or subject area and produce a fully referenced, appropriately structured academic report. - reflect on their learning using recognised models of reflection. - research and present their findings in a variety of formats on a range of employability skills and collect and analyse feedback on their delivery.			

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	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 rephrasing of your own work within specific standards.	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 ☐

TASK DESCRIPTION

Assessment Overview

This portfolio assessment evaluates how students **develop, apply, and communicate academic skills** required to succeed in higher education in the digital era.

Students must submit one complete portfolio as a single Word document, containing three components and supporting academic material.

Main Question

“What are the challenges and opportunities for students in the digital era, and how can they adapt to succeed?”

Portfolio Structure (ALL IN ONE DOCUMENT)

Your submission must include the following sections **in this order**:

1. **Cover Page**
2. **AI Acknowledgement**
3. **Table of Contents**
4. **Component 1: Development of Academic Skills** (500 words)
5. **Reference List** (separate list per component)
6. **Component 2: Application of Academic Skills** (1,000 words)
7. **Reference List** (separate list per component)
8. **Component 3: Academic Poster** (visual component)
9. **Reference List** (separate list per component)

Formatting Requirements for Written Work:

- Font: Arial, Size 12
- Line Spacing: 1.5
- Text Alignment: Justified

Component 1: Development of Academic Skills (500 words)

Purpose: This component assesses your ability to **develop core academic skills**, including **research, critical evaluation, synthesis, and academic planning**.

Personal experience must not be included in this component.

1. Evaluating Academic Sources Using the CRAAP Test (Approx. 250 words)

Select **two** credible academic sources that explore digital learning in higher education.

For **each source**, demonstrate critical academic evaluation by addressing:

- Author(s) and year of publication

- Where the source was found (e.g. library database, Google Scholar)
- Evaluation using the CRAAP Test
- At the end of this task provide the FULL Reference (as it would be formatted in the main Reference List)

Marks are awarded for academic judgement, not description.

2. Synthesis of Academic Sources (Approx. 150–180 words)

Using the two sources evaluated above, demonstrate your ability to **synthesise** academic literature by:

- Identifying one shared theme or issue related to digital learning
- Explaining how the sources agree, differ, or complement each other
- Demonstrating how synthesis strengthens understanding of the topic

This section must be written in an objective academic style with in text citations.

3. Identifying a Key Challenge and Opportunity (Approx. 100–120 words)

Drawing **only** on your two academic sources, identify:

- **One key challenge**, and
- **One key opportunity** for students in the digital era.

Both must be clearly defined and supported by academic evidence.

4. Academic Planning (Approx. 80–100 words)

Demonstrate academic planning skills by outlining how you will approach Component 2, including:

- Which sections will be prioritised and why
- Which academic concepts or classroom content will be developed further
- A brief outline of your report structure

Task	Date/ Deadline
Finish research	
Draft first section	
Complete first draft	
Final editing	

Include a Harvard-style reference list containing **only sources used in Component 1**.

Component 2: Application of Academic Skills (1,000 word Report

Purpose: This component assesses your ability to **apply academic skills** developed in Component 1 to produce a **structured, evidence-based academic report** to answer the main question.

Personal experience must not be included in this component.

1. Introduction (Approx. 100–150 words)

- Introduce digital learning in higher education
- Explain why understanding challenges and opportunities is important
- Clearly outline the structure of the report

2. Challenges for Students in the Digital Era (Approx. 150–200 words)

- Analyse **one or two key challenges** faced by students
- Support discussion with **recent academic sources** (published within the last three years)
- Link analysis to **academic skills or concepts taught in class**
- Justify why these challenges impact academic success

3. Opportunities in the Digital Era (Approx. 150–200 words)

- Analyse **one or two key opportunities** provided by digital tools
- Support discussion with academic literature
- Link discussion to classroom learning
- Critically evaluate effectiveness rather than describing tools

4. How Students Can Adapt to Succeed (Approx. 200–250 words)

Using research and academic skills taught in class, propose **three strategies** students can use to succeed in the digital era.

Each strategy must:

- Be clearly explained
- Be supported by academic evidence
- Link to academic skills (e.g. critical evaluation, digital literacy, time management)
- Address the challenges and opportunities discussed

5. Conclusion (Approx. 100–150 words)

- Summarise key challenges, opportunities, and strategies
- Reinforce the importance of academic skills
- Provide a clear response to the main question

A Harvard-style reference list containing **only sources used in Component 2**.

Component 3: Academic Poster: Communicating Academic Skills

Purpose: This component assesses your ability to **communicate academic knowledge visually and concisely**.

Poster Task

Create **one academic poster (1 Page / A4)** that presents the **three academic skills you judge to be most important** for student success in the digital era.

Your selection must be informed by:

- Your research and evaluation (Component 1)
- Your academic writing and analysis (Component 2)
- Academic skills taught in class

Poster Content Requirements

Your poster must include:

Title

A clear academic title linked to the main question.

The Three Academic Skills

For **each skill**, include:

- The name of the skill
- Why it is important for student success
- One key piece of supporting academic evidence
- A brief explanation of how students can apply this skill

Conclusion

One short academic statement summarising the overall message of the poster.

Poster Format Requirements

- Size: A4 / 1 Page (portrait or landscape)
- Software: PowerPoint, Word, or Canva
- The poster must be visually appealing but academically appropriate
- Text must be concise and readable
- Academic referencing must be included on the poster

Submission of Component 3

- The poster must be pasted into the Word document after Component 2
- It may appear as:
 - A full-page embedded poster, or
 - A clearly labelled poster section

You should include a short reference list containing **sources cited on the poster only**.

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: *Focus on finding and using a range of current, credible sources such as academic journals, textbooks, and reliable websites. Ensure the sources you use are relevant to the tool(s) and/or strategies you are discussing and published within the last five years. Properly cite all sources using Harvard Referencing style, including in-text citations and a reference list is required.*

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 lectures 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 and referencing 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 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:

Across all components, you should demonstrate critical thinking, logical reasoning, and the ability to evaluate evidence effectively. In the report, present well-structured arguments, weighing both benefits and drawbacks, and supporting your stance with relevant sources. In the report, go beyond describing and analyse effectiveness, justify your points with evidence, and consider challenges students face in the digital age.

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: *It is important to demonstrate practical skills by applying the basic concepts and principles of your subject to real-world contexts. Use real-world examples to clearly demonstrate the practical application of your findings. Across all assignments, ensure that subject-specific theories, models, or techniques are applied critically to analyse current situations, solve problems, or propose*

benchmarks and recommendations. This will show your ability to interpret concepts in a way that is both academically grounded and practically relevant.

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: All three tasks should be uploaded to the correct Moodle links. Any assignments uploaded to an incorrect links will not be marked.

You must abide by the following Microsoft Settings; Arial font, size 12, 1.5 line spacing and the text should be justified.

Please note:

Up to 10% above the word limit – No deduction off final mark

Between 10% and 25% above the word limit – Deduction of 5 marks off final mark

Between 25% and 50% above the word limit – Deduction of 10 marks off final mark

50% or more over length – Maximum mark of capped mark (iii) A failure to meet the word limit (or minimum word limit if a range is given) may result in lower marks based on the quality of the work because the work may not include the necessary information required for the assessment to meet the stated learning outcomes.

(iv) The feedback on the assessment should explicitly mention any mark deduction and the reason for it.

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		
	15	
2. Knowledge and Understanding Skills		
	15	
3. Cognitive and Intellectual Skills		

	25	
4. Practical Application Skills		
	25	
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%)		

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Employability Skills		
Module:	Academic Skills for the Digital Era		
Module code:	BMSW4013	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Ffion Cumberpatch	Internal Verifier:	Philippa Fitzgerald
Assignment Title:	Reflective Essay	Word count (or equivalent):	1500 words
Submission deadline:	Friday 27th of March 2026 23.59	Return date of provisional marks & written feedback:	18th of May 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. 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)

Upon the successful completion of this module, the student should be able to:

- analyse published literature relating to a specific topic or subject area and produce a fully referenced, appropriately structured academic report.
- reflect on their learning using recognised models of reflection.
- research and present their findings in a variety of formats on a range of employability skills and collect and analyse feedback on their delivery.

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	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 rephrasing of your own work within specific standards.	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 ☐

TASK DESCRIPTION

Title: Reflective Essay on the Development of Academic and Digital Skills

Write a 1500-word reflective essay using **Gibbs' Reflective Cycle** to explore the development of your academic and digital skills during your first term at university. Your reflection must focus on a **specific personal experience** and demonstrate how this experience has supported or challenged your learning and adaptation to university life.

At the end of your essay, include a **SMART action plan** (not included in the word count) that outlines your goals for skill development in the second term.

1. Description – What happened?

Start by clearly describing a specific experience related to developing an academic or digital skill. Include when, where, and what exactly happened.

2. Feelings – What were you thinking and feeling?

Describe your emotional and cognitive responses at the time. Be honest.

3. Evaluation – What was good and bad about the experience?

Critically evaluate both positives and negatives. Include mention of any unexpected outcome.

4. Analysis – Why did it happen that way?

Dig deeper into the causes and consequences of the experience. Apply relevant academic or personal insights.

5. Conclusion – What else could you have done?

Reflect with hindsight. What would you do differently next time?

6. Action Plan – What will you do next time?

Use your insight to plan forward. This leads into your SMART Plan.

SMART Action Plan

Create a clear and realistic SMART goal for improving your academic or digital skills in the next term.

Your plan should be:

- **Specific** – What exactly will you do?
- **Measurable** – How will you track progress?
- **Achievable** – Can you realistically do it with your time and resources?
- **Relevant** – How does it support your university success?
- **Time-bound** – When will you complete it by?

Formatting Requirements:

- Font: Arial, size 12
- Line Spacing: 1.5
- Include a list of references at the end of your essay (5 references)

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: Include at least 10 academic references from journals, textbooks, and reliable websites. Aim for a diverse range that provides a solid foundation for your reflection. Prioritise academic journals and reputable books for your references, as they are typically credible. Use websites sparingly and ensure they are authoritative (e.g., educational institutions, governmental bodies).

Focus on sources published within the last five years, while also considering seminal works in your field that may be older. Use the Harvard referencing style for your in-text citations and reference list. Ensure your citations are accurate and properly formatted.

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 demonstrate your understanding of Gibbs' model and how to apply it to your reflection. Clearly outline each stage of the model (Description, Feelings, Evaluation, Analysis, Conclusion, Action Plan) in your essay.

Identify and explain relevant concepts, theories, and models learned during your first term. Make connections between these theories and your personal experiences. Clearly convey your understanding by interpreting your experiences through the lens of the concepts discussed in your studies. This will enhance the depth of your reflection.

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: Use logical and analytical thinking to break down your experiences into key components. Ask yourself questions like:

- a. Why did certain experiences impact my skills development?
- b. How did I approach challenges, and what strategies did I use?

Critically evaluate the effectiveness of the skills you developed and how they contributed to your academic success. Discuss both successes and areas for improvement.

Support your reflections with evidence from literature, citing studies or theories that relate to your experiences. Justify your judgments with relevant data and concepts, considering alternative solutions where applicable.

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: Relate your skills development to real-world situations. Consider how the skills you've gained can be applied in future academic and professional contexts. Reflect on how well you applied the skills in specific scenarios, and assess any areas where you may need further development.

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: Ensure your essay is well-structured and coherent. Articulate your thoughts clearly and logically, ensuring your arguments are well supported. Demonstrate your ability to initiate and complete reflective tasks independently. Highlight your organisational skills through the structure of your essay. Write fluently, maintaining clarity in your expression. Your essay should have a clear introduction, body, and conclusion, with smooth transitions between sections. Any assignments uploaded to an incorrect link will not be marked.

Pay attention to formatting, spelling, and grammar to enhance the professionalism of your work. You must abide by the following Microsoft Settings; Arial font, size 12, 1.5 line spacing and the text should be justified.

Please note:

Up to 10% above the word limit – No deduction off final mark

Between 10% and 25% above the word limit – Deduction of 5 marks off final mark

Between 25% and 50% above the word limit – Deduction of 10 marks off final mark

50% or more over length – Maximum mark of capped mark (iii) A failure to meet the word limit (or minimum word limit if a range is given) may result in lower marks based on the quality of the work because the work may not include the necessary information required for the assessment to meet the stated learning outcomes.

(iv) The feedback on the assessment should explicitly mention any mark deduction and the reason for it.

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		
	15	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	15	

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%)		

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 (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%
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	Major gaps in knowledge and understanding of the basic underlying concepts and	Gaps in knowledge of the basic underlying concepts and principles, with flawed or	Limited knowledge and understanding of the basic underlying concepts and	Knowledge of the basic underlying concepts and principles is accurate with a	Competent knowledge of the basic underlying concepts and principles. Exhibits very	Excellent knowledge and understanding of the basic underlying concepts and	Exceptional, detailed knowledge and understanding of the basic underlying

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%
principles of a subject.)	principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	superficial understanding. Some significant inaccuracies and/or irrelevant material.	principles within the subject area. Some elements may be missing.	good understanding of the field of study but lacks depth and/or breadth.	good understanding.	principles of the subject.	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 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.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of

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%
	Very weak evidence of different approaches to problem-solving in particular contexts.	competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	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.	the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	problems in particular contexts and formulation of 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	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	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.

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%
		exercise of some personal responsibility.	of minor weakness.				

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