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1. Section:

1.1 Personal overview

The following information was taken from a personal PowerPoint [See appendix A] that I had made in preparation for this assignment:

1.2.1 Introduction:

My name is Daniel Rowley, my interest in I.T started when I attended I.C.T full course at GCSE level in Penyrheol comprehensive school where I achieved a C grade GCSE. After that I move on to Gower College Swansea and underwent a BTEC course which I then passed with an MMP grade and I am now undertaking an H.E course in I.T at Gower College Swansea.

1.2.2 Goals:

In the future I am hoping on attending a degree course in web-development at the University of Wales Trinity Saint David and from there to become a web developer. Software proficiencies:

1.2.3 Software proficiencies:

Over my time studying I.T I have utilized a number of programing packages bellow are two such packages which I believe myself to be proficient in:

1.2.3.1. Notepad++:

Notepad++ is a piece of software capable of writing script for website making it a highly useful skill for myself as I wish to pursue a career in web development.

1.2.3.2. Visual studio:

Visual studio is a coding package utilized in the creation the software programs along with websites, once more, making it useful for me.

1.2.4. Language proficiencies:

Within these programing packages I have used multiple languages the two languages of which are the most useful to me are as follows:

1.2.4.1. HTML:

HTML (Hyper Text Mark-Up Language) is a mark-up language used for the creation of websites. HTML is used by a majority of web developers myself included.

1.2.4.2. CSS:

CSS (Cascading style Sheet) is prominently used for defining how elements of a webpage (for instance: Text colour, container dimensions

etc.), for this reason it is imperative that a web developer such as myself use CSS.

1.2.4.3. C#:

C# is one of the most popular programming languages and is capable of many functions including loop, arrays, ifs, different calculations and much more meaning that the software can be used to create all manner of useful programs for a multitude of different reasons.

1.2.5. Other skills:

1.2.5.1. Team working:

Over the course of my life I have partaken in numerous exercise incorporating team work. These exercise helped my feel more comfortable when working in a group.

1.2.5.2. Approachability:

Throughout education and my Saturday job I have found that people find it easy for people approach me.

1.2.5.3. Problem solving:

I believe that through the work done during my previous I.T courses I have gained sufficient skills in problem solving. These skills were achieved through units such as programming and web development as they each saw me face a problem, or an end product, to be produced, and have to apply prior knowledge the subjects to overcome such challenges.

1.2.6. Presentation improvements:

During the preparation for the PowerPoint and whilst creating it, I learnt skills of presentation that I had not learnt before. These included:

1.2.6.1. Imagery:

Given that the presentation itself is meant to visually display information to the viewer, it makes much more sense to show images opposed to a slide full of words. Good images are easily understandable and can get your point across rather quickly. Correct video can make an astronomical difference to a presentation as they can yield vast amount of data and show practical examples where necessary.

1.2.6.2. Reading the slides:

It is a well-known fact that if you are conducting a presentation you must sustain eye contact with your audience and look at the board as little as possible (only to remind yourself of the next point etc...). For this reason

it may be a good idea to have a set of notes containing further information about the given topic but, again, not too much.

1.2.6.3. Over crowding slides:

When planning all of the information for a PowerPoint it is easy to come up with a large amount of in-depth points, but it is important not to enter all of this text into the slides. It is unrealistic to expect viewers to be able to sit and read through a wall of text. It is much more realistic to input brief points to be elaborated upon.

1.2.6.4. Adding notes:

In some cases, such as uploading an assignment, you might be required to upload a PowerPoint which would not be presented. In this case you would have to add notes to the PowerPoint in order to elaborate on the areas that you would if you were presenting it and to demonstrate your understanding of such topics. It is important that the notes are expansions of the content provided.

1.2.6.5. Content:

When inputting information into a PowerPoint it is important that each page consists of no more than five bullet points so that the information is not too much for the audience to handle. Also text should be no less than size 20 to ensure that the audience can properly read it.

1.2.6.6. How to improve:

After finishing my presentation I found there were a few improvements to be made. One example is my notes section as, in my presentation, the notes were servilely lacking. I shall seek to improve this in future by condensing my slides more, having be made up of bullet points, and elaborating on those points for my notes section.

2. Section 2:

2.1 Required skills of a higher education student:

2.1.1. Reading around the subject:

Given that the average HE (Higher Education) course only sees students in lectures for around 60 hours each year yet they are expected to undergo 200 hours of study over the year. This means that a good HE student should conduct around 140 hours of study outside of lectures.

2.1.2. Initiative:

As, on an HE course, there are multiple grades to be achieved but no obvious steps to be taken achieve them, it is imperative that students go above and beyond

when researching for assignment to be sure that they pick up as many marks as possible.

2.1.3. Time management:

As with any productive activity, time management is a key skill in academic life or indeed in the world of work, and thus any student would hold it in high regard. This skill ensures overall improved productivity when doing assignments and a work load which is easier to manage.

2.1.4. Correct research:

As it is with any education or profession, correct research incredibly important on the H.E. course. Researching or, more importantly, referencing will not only help you find the answer to a query but will also show that you were able to solve the problem yourself.

2.2. Skills employers look for:

2.2.1. Technical Know-how:

In the world of work, it is not always enough to simply know how to conduct tasks but also the inner workings of what is being carried out. I.T professionals are expected to understand exactly what's going on and why. So that anything was to ever go wrong the employee would have the knowledge to deal with said error.

2.2.2. Punctuality:

Not only might an employee need to complete tasks with a desirable level of skill but they would also be expected to complete tasks quickly and meet strict deadlines.

2.2.3. Team players:

Many modern workplaces, at least in the I.T. industry, require their employees to work on projects as a team in order to divide said project into smaller tasks to be completed. For this reason it is imperative to employers that all of their employees be open to working in a group and play well with others.

3. section 3

3.1. Short term goals:

As discussed above, my short term goals include:

3.1.1. Goal 1:

First of all I wish to complete the 2 year course that I am currently undergoing (an HND in applied computing) at Gower College Swansea. If all goes to plan, I will complete this course with slightly more qualifications than if I had completed the second year of a degree course and would still be allowed to enter the third year of a degree course.

3.1.2.1. S.M.A.R.T action plan [1]:

Specific:

Specifically, I would like to attain at least a 2.1 grade average at the end of the two year period.

Measurable:

I will measure the status of this goal by being sure to achieve at least a 2.1 grade for each of my assignments and exams once I have started the second year (as grades from the first year do not contribute at all to my overall marks). If I struggle to reach the required 2.1 grade for some units then I would have push for higher grades in units in order to achieve the average 2.1.

Attainable:

To attain my goal, I will assess whether-or-not I have the skill / knowledge for the task at hand (each specific assignment or exam), if not I will ask advice from lecturers to further knowledge of said areas.

Relevant:

When approaching tasks such as assignment it is important that I separate the work into component tasks to be completed. This would also help in an exam or any other situation in which I would have a limited time carry to out tasks as I would want to get the most important tasks done first.

Time-based:

By having a time frame within which I hope to achieve a goal (E.G. an assignment deadline) it will motivate to achieve said goals as so as possible depending on the due dates.

3.1.2. Goal 2:

As discussed would like to move on from my current course to finish a degree (likely at the University of Wales Trinity St David). The course that I am interested in studying is a degree in web development near the end if which, I may be receiving job offers from local businesses.

3.1.2.1. S.M.A.R.T action plan:

Specific:

Specifically, by the end of the year I would like to have attain at least a 2.1 grade average.

Measurable:

I will measure the status of this goal by being sure to achieve at least a 2.1 grade for each of my assignments and exams to keep up with the 2.1 that I would hopefully have achieved during the first year. If I struggle to reach the

required 2.1 grade for some units then I would have push for higher grades in units in order to achieve the average 2.1.

Attainable:

To attain my goal, I will assess whether-or-not I have the skill / knowledge for the task at hand (each specific assignment or exam), if not I will ask advice from lecturers to further knowledge of said areas.

Relevant:

When approaching tasks such as assignment it is important that I separate the work into component tasks to be completed. This would also help in an exam or any other situation in which I would have a limited time to carry out tasks as I would want to get the most important tasks done first.

Time-based:

By having a time frame within which I hope to achieve a goal (E.G. an assignment deadline) it will motivate to achieve said goals as so as possible depending on the due dates.

3.2. Long term goals:

As discussed above, my long-term goals include:

3.2.1. Goal 3:

Once achieving the web development degree, I hope to become a web developer. As of yet I am not sure what company it is that I hope to work, or in which country, but I hope to make those choices once I have some idea of what stature of job I could get.

3.2.1.1. S.M.A.R.T action plan:

Specific:

Specifically, I would like to attain a position at a local web development company and earn around £25,000 a year.

Measurable:

I will measure the status of this goal by monitoring whether my skill at interviews and the frequency at which I receive job offers (if at all).

Attainable:

To attain this goal, I will assess whether-or-not I have the skill / qualifications necessary for the job in question.

Relevant:

When approaching interviews it is important that I hone my skills as an interviewee and make sure not to mess up any interviews or potential career paths.

Time-based:

By having a time frame within which I hope to achieve a goal (E.G within three months) it will motivate me to achieve said goals as so as possible depending on dates.

3.2.1.2. S.W.O.T. analysis [2]:

After conducting a S.W.O.T. analysis on the skills relevant to this goal I found that

Strengths	Weaknesses
Team work Problem solving Creative thinking Handling change and pressure	Taking the lead Confidence
Opportunities	Threats
Job offers	Other employees

3.3. Personal goals:

Here are any goals that I think I'd like to pursue in my own time, as hobbies.

3.3.1. Animation:

From a young age I have always been interested in all sectors of animation, from digital animation to stop motion would like to attempt to improve my skill in those areas. My main favourite animation style is stop motion so that would likely be the area that I pursue in the most depth.

3.3.1.1. S.M.A.R.T action plan:

Specific:

Specifically, would like to improve my skills of stop motion animation to a level that I am able to create animations of around ten minutes without too much trouble.

Measurable:

I will measure the status of this goal by creating animations as best I can with as much skill as possible on multiple occasions to then monitor how much I have improved.

Attainable:

To attain my goal, I will assess my animations and decide in which areas I could improve. I will then seek to improve my skills before attempting a new animation.

Relevant:

Once I break down an animation to identify its weakest points, I can then work out where I need to develop my skills the most as those areas would make the largest difference to my work once they are improved upon.

Time-based:

I will set myself deadlines for when I would like to have improved certain areas of animation, these time periods would differ depending on the grandeur of the improvement that I mean to make.

3.4. [Skills health check comparison \[See appendix B\] \[3\]:](#)

In an endeavour to find out, in terms of skills, where my proficiencies lie, more so than my own opinion, I decided to undergo an online self-evaluation exercise. The exercise that I decided upon was the National Careers Service's skills health check. The section which follows is the results of the check compared against my own belief.

3.4.1. [Problem solving:](#)

According to the check, problem solving is an area in which I am highly proficient. It went on to explain that I am able to spot problems, gather information and make judgments based on facts. This aligns well with my expectation as I believe myself to be a skilled problem solver and agree that I can make accurate judgements on facts.

This is a highly attractive skill for an employer as, above all else, they will want an employee who can overcome obstacles on their own without having to ask for help.

3.4.2. [Creative thinking:](#)

As per the check, creative thinking is another skill that I am proficient in. The check then explained that I am able to come up with and incorporate new ideas or approaches to problems. I agree that I am a creative thinker and that I am good at finding new solutions to problems.

Depending on the line of work creative thinking can come in very handy and employers may be happy to take on employees with the ability to think outside the box.

3.4.3. [Handling change and pressure:](#)

The check explained that Handling change and pressure are two skills that I am proficient in. This means that I am able to cope well with change and am able to adapt to it. It also means that I hold up well under pressure and don't let it affect my work. I agree with what has been said and believe that I respond calmly when a problem occurs.

In today's world-of-work many business may find themselves changing in different ways. These could be up-sizing, down-sizing, severe cutbacks or even improvements, what an employer wants is an employee who work no matter what changes taken place and any pressure that may arise.

3.4.4. Taking responsibility:

At this point in the skill health check list the skill area that it believed required development. That area was taking responsibility. The check explained that I seem to struggle at taken responsibility for my own action, taken control of a situation and at leading others. I agree that my skills as a leader are not as well developed as other skills I possess but I do not agree that I don't taken responsibility for my own actions. I believe that I am open the admitting my own mistakes.

This area would have to be improved upon as employer are very keen for employees can take control of a situation and more importantly own up to their own mistakes.

4. Sector:

4.1. In-three-places:

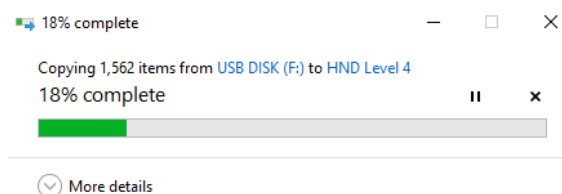
A well-known rule in the I.T industry is the in-three-places rule which is a method of data protection which states that if a piece of data does not exist in three places then it does not exist at all. My personal backup strategy is as follows:

Laptop:

I keep a backup of all my work, for my HND, on my home computer. The advantages of this method of data storage are:

- Most obviously, if the other two storage mediums were to fail, the data would still be safe on my laptop.
- Laptops are portable, meaning that if something were to happen, E.G. if my house was to burn down, then I could easily retrieve the laptop and thus, all data stored on it.

The below screen shot depicts a my HE work being backed-up on to my laptop:

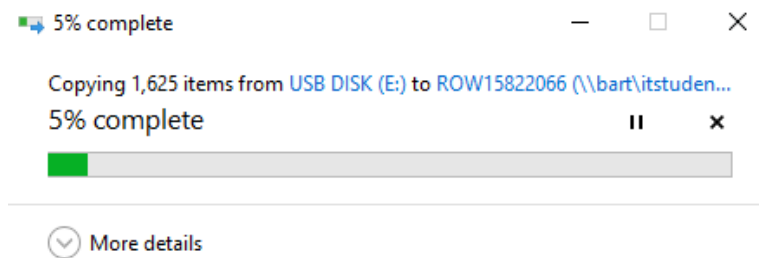


College network:

I keep another backup of all HND work on my college network. The advantages of this method of data storage are:

- Most obviously, if the other two storage mediums were to fail, the data would still be safe on college network.
- The college keep off-site backups of all data so that if something were to happen, E.G. the college burning down, then I could still retrieve all of my work from said backups.
- The college also has two campuses, one of which is quite near where I live which data my data very easy to access through the college network if need be.

The below screen shot depicts my HE work being backed-up on to my college network:

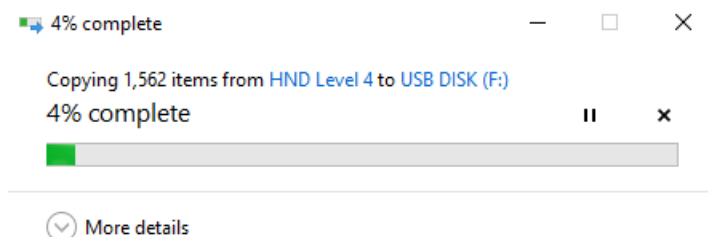


Personal USB:

I keep another backup of all HND work on my college network. The advantages of this method of data storage are:

- Most obviously, if the other two storage mediums were to fail, the data would still be safe on my USB.
- USBs are portable, meaning that if something were to happen, E.G. if my house was to burn down, then I could easily retrieve the laptop and thus, all data stored on it.
- I would also be able to take the USB anywhere meaning that I could access my data on any PC opposed to just my home and college PCs.

The below screen shot depicts my HE work being backed-up on to my USB:



4.2. Example disaster:

All backup strategies should prepare for disasters so that they might prevent any data loss if they would ever to come to fruition. Some disasters that I prepared for are:

Fire:

As mentioned above, two data storage methods I use are portable (Laptop and USB) meaning that, in the case of a fire, I could simply take them with me, thus protecting any data that would otherwise be lost. Being that the college network has off-site backups which would not be affected by the fire.

Viruses:

My strategy sees two storage mediums (Laptop and college network) protected by their own anti-virus software. This makes it substantially harder for viruses or ransom where to affect my data.

Theft:

As two parts of my back up are portable devices, there is a higher likelihood that they could be stolen this. However if this were to occur then I would still have a backup at the college.

Power cuts:

If I were to suffer a power cut whilst working on an assignment then any unsaved work would be lost. This can only be avoided by remembering to save often.

4.3. Potential Career [See appendix C]:

As part of an in class exercise I researched a potential career paths in web development and create my own job offer. I created one with a permanent position at offer for a company (named Web heads Swansea) which was situated nearby, in Swansea. With an average yearly wage of £25,000 – £30,000.

This could definitely be a potentially career path for me as a plan on becoming a web developer and would like to live locally.

4.4 S.F.I.A. [See appendix D]:

After completing an S.F.I.A. analysis test I found that I am far better at tasks which consist of research or design and development rather than managerial or sales and marketing. This matches with what is stated above, as I am far more inclined to persevere with tasks which requires hands on work rather than being in charge of a task and giving orders.

4.5. S.W.O.T. analysis:

Below is my S.W.O.T. analysis which shows my strengths, weaknesses, opportunities that I might use to further my own knowledge and any threats that may stand in my way:

Strengths	Weaknesses
Team work Problem solving Creative thinking Handling change and pressure	Taking the lead
Opportunities	Threats
College: Lectures Lecturers Library	Procrastination confidence

4.6. CV [See appendix E]:

I have created a CV for any possible job opportunities in the future. It highlights aspects such as my employable skills, my software proficiencies, my interests, programming / coding language proficiencies as well as my previous work experience and qualifications.

5. Section:

5.1. Conclusion:

After creating his document, I have learnt many things, such as how to properly create a power point presentation, whether it will be presented or simply uploaded. I also learnt about the skills required to be a good H.E. student as well as the skills required by employers. I then found that, although I do have my strengths, I also have my weakness. Whereas my strengths lie more in problem solving and coping under pressure I need to work on my skills as a team leader. More importantly I discovered how to correctly set out, not only my goals, but also how to productively achieve them through the S.M.A.R.T. I was then made privy to the best methods of data storage and security. I then learnt how to correctly set up a secure backup strategy and what disasters to worry about. I was able to delve further into opportunities and threats I may encounter in S.O.W.T. analysis. And finally the S.F.I.A. analysis helped validate the findings of previous tasks.

6. Section:

6.1. Bibliography:

[1]: Information regarding the S.M.A.R.T. action plan was taken from the following YouTube video by Decisionskills titled "S.M.A.R.T. goals – quick overview":

<https://www.youtube.com/watch?v=1-SvuFIQjK8>

[2]: The following YouTube video by Kreative leadership titled "Personal SWOT Analysis | Personal Development | Kreative Leadership" was used to gather information about S.W.O.T. analysis:

https://www.youtube.com/watch?v=9dLLw7_v_Do

[3]: The link, by the national career service, found below was used to carry out a Skills Health Check:

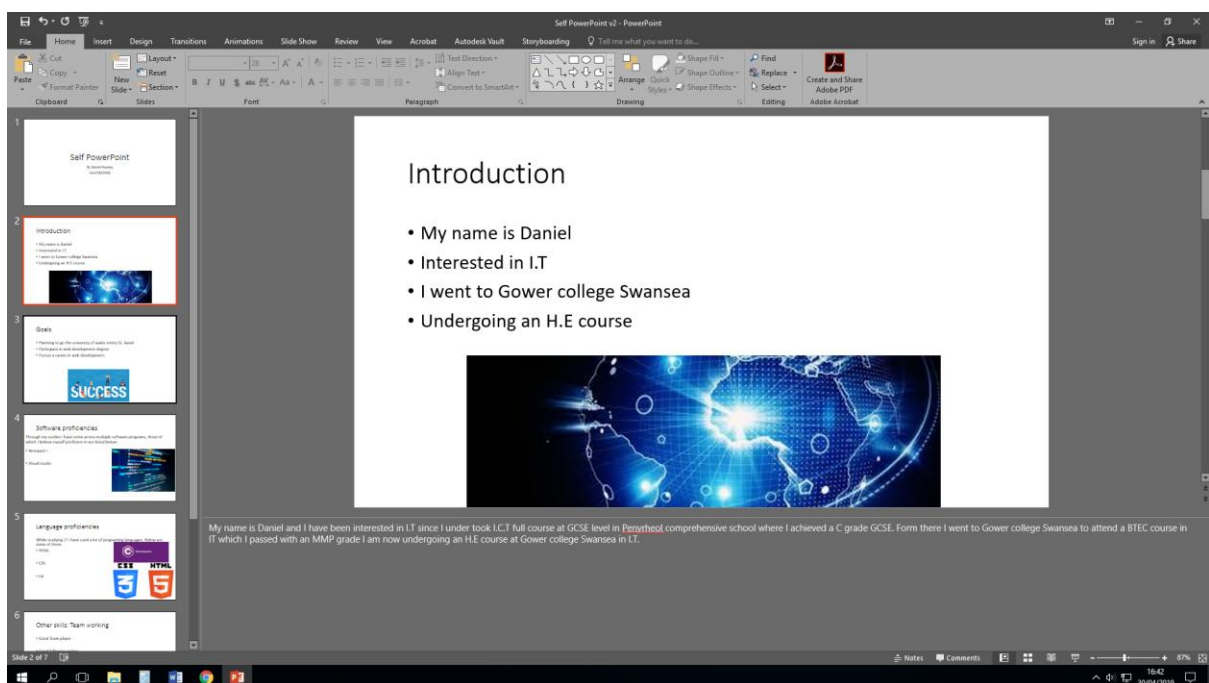
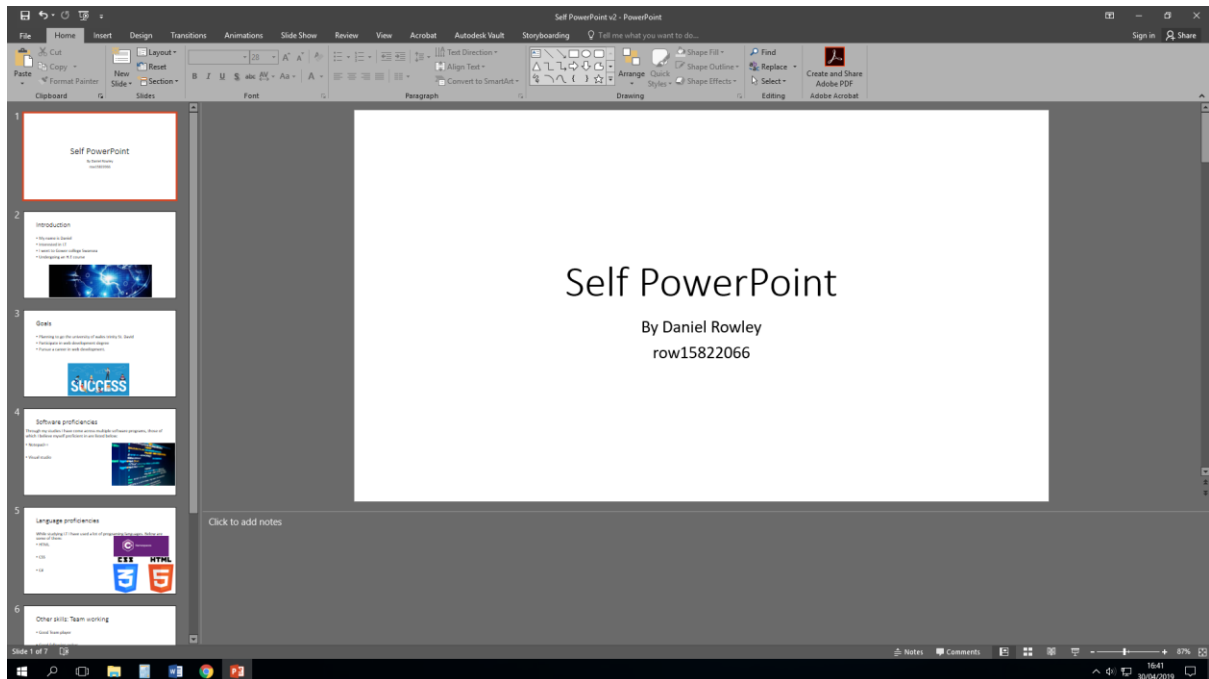
<https://nationalcareersservice.direct.gov.uk/skills-health-check/home>

6.2. Appendices:

Appendix [A]:

Presentation:

The following screen shots were taken for my emended PowerPoint presentation:



Self PowerPoint v2 - PowerPoint

File Home Insert Design Transitions Animations Slide Show Review View Acrobat Autodesk Vault Storyboarding Tell me what you want to do...

Clipboard Font Paragraph Drawing Editing Adobe Acrobat

1 Self PowerPoint

2 Introduction

3 Goals

4 Software proficiencies

5 Language proficiencies

6 Other skills Team working

Goals

- Planning to go the university of wales trinity St. David
- Participate in web development degree
- Pursue a career in web development.



I am planning to go from here to the university of wales trinity St. David to participate in web development degree as through my studies of IT I have decided that I would like to pursue a career in web development.

Slide 3 of 7

Self PowerPoint v2 - PowerPoint

File Home Insert Design Transitions Animations Slide Show Review View Acrobat Autodesk Vault Storyboarding Tell me what you want to do...

Clipboard Font Paragraph Drawing Editing Adobe Acrobat

1 Self PowerPoint

2 Introduction

3 Goals

4 Software proficiencies

5 Language proficiencies

6 Other skills Team working

Software proficiencies

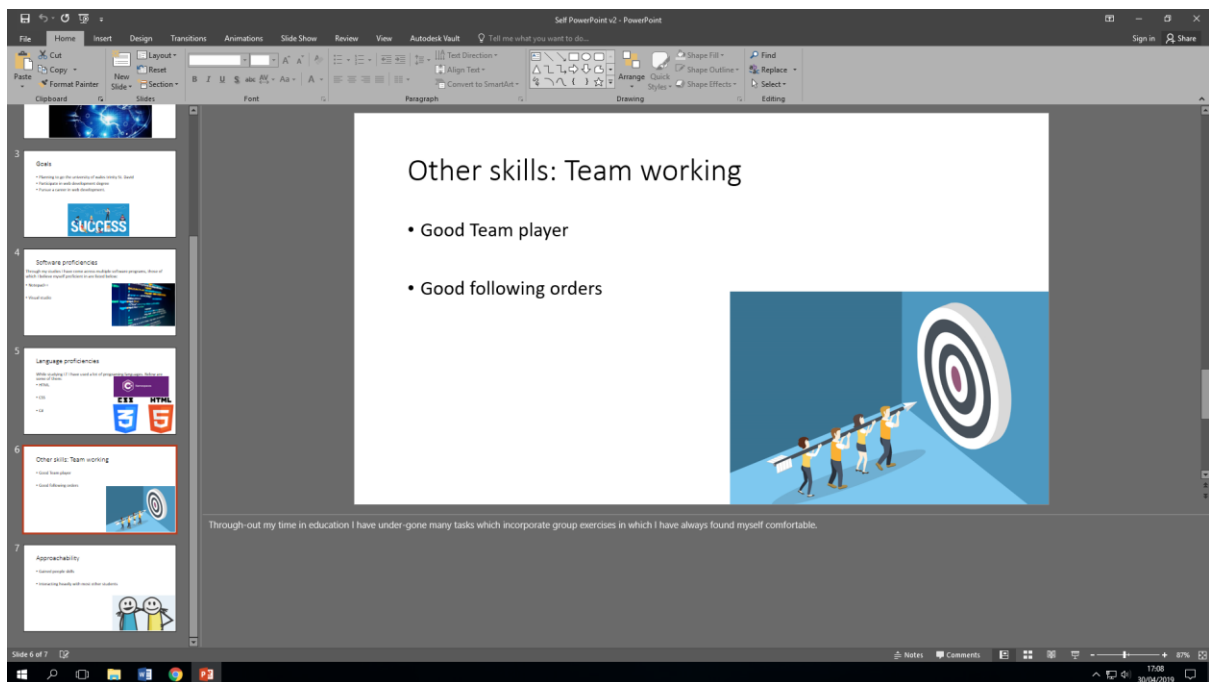
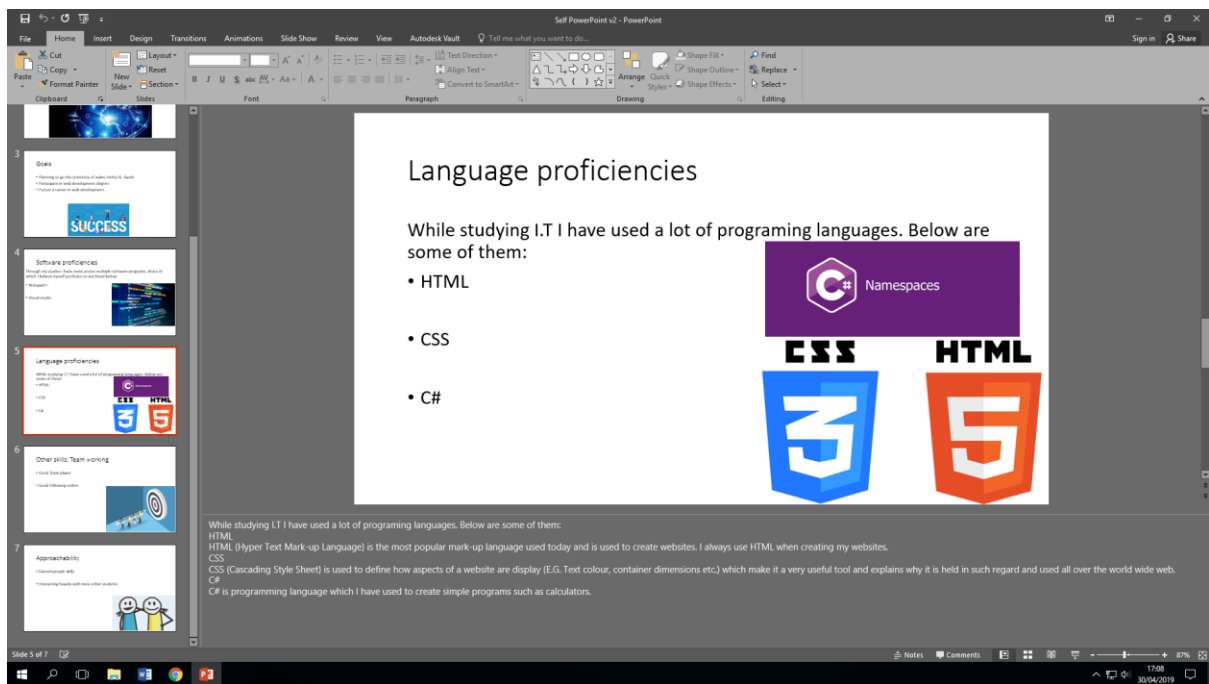
Through my studies I have come across multiple software programs, those of which I believe myself proficient in are listed below:

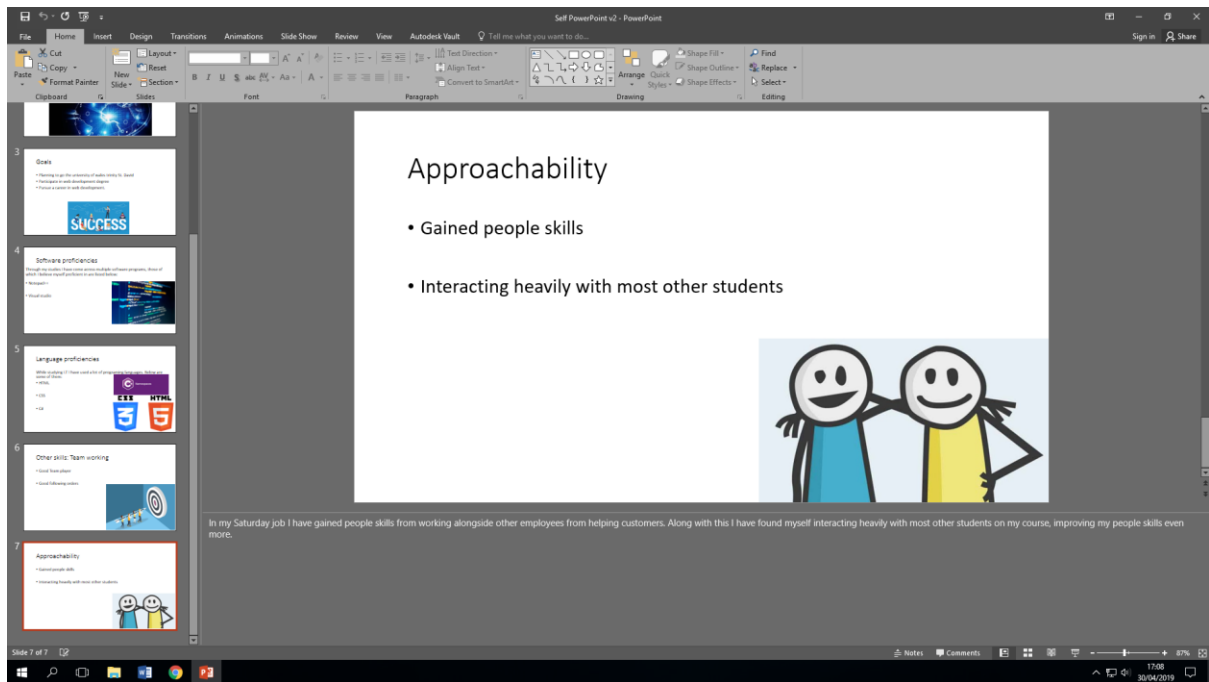
- Notepad++
- Visual studio



Through my studies I have come across multiple software programs, those of which I believe myself proficient in are listed below:
Notepad++
Notepad++ is a piece of software which is used when scripting websites, which makes it very useful to me as I intend to become a web developer.
Visual studio
Visual studio is a coding package used for creating programs and websites, which, again, is very useful to me.

Slide 4 of 7





Appendix [B]:

Skills health check:

The following screenshots contains the results of my skills health check:



Skills Health Check
(1).pdf

Your strengths

Solving Problems

Solving Problems is a skill area that you feel you are most able to do. This is about being able to spot problems, gather information and make judgements based on facts.

Think of situations in which you had to solve a problem or make a difficult decision. This might be making a financial decision; preparing a personal budget; working out how to fix something that is not working; completing a difficult crossword or puzzle; using facts to make a difficult decision.

Think about:

- What was the problem that you needed to solve? Why did you want to solve it?
- How did you go about understanding the problem? What information did you look for? What did you do with this information?
- How did you decide what to do? What different solutions did you think about?
- How successful were you at solving the problem?

*Your strengths***Creative Thinking**

Creative Thinking is a skill area that you feel you are most able to do. This is about being able to come up with new ideas and different ways for approaching issues.

Think about different types of situations in which you came up with new ideas or different ways of doing something. This could be in your personal life, at school or at work. It could apply to something practical (e.g. a hobby, fixing something mechanical, applying for jobs, doing something at home) or to something artistic (e.g. related to fashion, design or drawing).

Think about:

- When did you come up with a simpler/faster/better way of doing something? What was your idea? Why did you choose to do this? How well did your idea work?
- When did you come up with lots of ideas about how to do something? How did you do this? How did you choose between your ideas?

*Your strengths***Handling Change and Pressure**

Handling Change and Pressure is a skill area that you feel you are most able to do. This is about being able to adapt to changes, remain calm under pressure and react positively to challenges.

Think of situations where you had to quickly adapt to changing circumstances. Some examples might include how you coped when something unexpected happened; when you had less time to finish something than you expected; when a task turned out to be harder than you thought it would be.

For these situations, think about:

- How did you respond when something unexpected happened? To what extent did you change what you were doing or planning to do? What did you do to stay calm?
- How did you feel when something turned out to be harder than you expected? How did you go about overcoming the obstacles you faced? How did you motivate yourself to keep trying?

*Your areas for development***Taking Responsibility**

Taking Responsibility is a skill area that you feel you can do less well. This is about being able to take responsibility for your own actions, take control of situations and lead others.

If you would like to improve this skill, the following development suggestions might be useful.

Development Suggestions

Think of a time when you took responsibility for getting something done. Look at what went well and make a point of taking responsibility more often.

Next time you are in a situation which is unclear, be open about what you think. Clearly explain what you think should be done and why. Explain what you would like other people to do.

[Appendix \[C\]:](#)

The following is a class based exercise in which I researched potential job advertisements to create my own.

Web developer job description

Location: Tycoch, Swansea

Pay: £25,000 - £30,000 per year

Company: Web-heads Swansea

Employment: Permanent

Job description [1]:

A quickly up-and-coming marketing company in Swansea is looking for a new member to join their web development team. You will be signing on to join a tight nit group of friendly employees who are always prepared to lend hand if need be. The company itself and the services it supplies are often in high demand.

In this position you will be working on some of advanced web development projects accompanying other gifted employees to develop unique solutions for an ever-growing number of customers.

Qualifications/skills [2]:

Essential skill:

- * Experience with website security
- * Experience with encryption
- * Experience with HTML
- * Experience with Java script
- * Experience with CSS
- * Experience with SQL

Qualifications:

Essential qualifications:

- * HND in computer science

Preferred qualifications:

- * Degree in computer science
- * Degree in informatics
- * Degree in software engineering
- * Degree in web development

Bibliography:

[1] The format of the information in this section was influenced by text from the following web page:

<https://www.cwjobs.co.uk/job/web-developer/senior-associates-job83941607>

[2] Information in this section was taken from the following web page:

<https://www.prospects.ac.uk/job-profiles/web-developer>

Appendix [D]:

SFIA:

I filled out the following SFIA PDF document to gain a more in-depth look at skills in order to find where I could improve on any skill that are lacking:

Framework summary

Category	Subcategory	Skill	Code	1	2	3	4	5	6	7		
Strategy and architecture	Information strategy	IT governance	GOVN					5	6	7		
		Information management	IRMG				4	5	6	7		
		Information systems co-ordination	ISCO						6	7		
		Information security	SCTY				3	4	5	6		
		Information assurance	INAS					5	6	7		
		Information analysis	INAN				3	4	5	6	7	
		Information content publishing	ICPM	1	2	3	4	5	6			
	Advice and guidance	Consultancy	CNSL						5	6	7	
		Technical specialism	TECH					4	5	6		
	Business strategy and planning	Research	RSCH				3	4	5	6		
		Innovation	INOV						5	6		
		Business process improvement	BPRE						5	6	7	
		Enterprise & business architecture development	STPL						5	6	7	
		Business risk management	BURM					4	5	6	7	
		Sustainability strategy	SUST						5	6		
	Technical strategy and planning	Emerging technology monitoring	EMRG					4	5	6		
		Continuity management	COPL					4	5			
		Software development process improvement	SPIM						5	6	7	
		Sustainability management for IT	SUMI						5	6		
		Network planning	NTPL						5	6		
		Solution architecture	ARCH						5	6		
		Data management	DATM					4	5	6		
Business change	Business change implementation	Methods and tools	METL					4	5	6		
		Portfolio management	POMG						5	6	7	
		Programme management	PGMG							6	7	
		Project management	PRMG					4	5	6	7	
	Business change management	Portfolio, programme and project support	PROF			2	3	4	5			
		Business analysis	BUAN				3	4	5	6		
		Requirements definition and management	REQM			2	3	4	5	6		
		Business process testing	BPTS					4	5	6		
		Change implementation planning & management	CIPM						5	6		
		Organisation design and implementation	ORDI						5	6		
		Benefits management	BENM						5	6		
	Relationship management	Business modelling	BSMO			2	3	4	5	6		
		Sustainability assessment	SUAS						4	5	6	
		Stakeholder relationship management	RLMT						4	5	6	7
		Skills management	Learning and development management	ETMG					3	4	5	6
	Learning and development assessment		LEDA					3	4	5	6	
	Learning design and development		TMCR						4	5		
	Learning delivery		ETDL					3	4	5		
	Teaching and subject formation		TEAC							5	6	
	Resourcing		RESC							5	6	
	Professional development		PDSV						4	5	6	

Category	Subcategory	Skill	Code	1	2	3	4	5	6	7
Solution development and implementation	Systems development	Systems development management	DLMG					5	6	7
		Data analysis	DTAN		2	3	4	5		
		Systems design	DESN		2	3	4	5	6	
		Network design	NTDS					5	6	
		Database/repository design	DBDS		2	3	4	5	6	
		Programming/software development	PROG		2	3	4	5		
		Animation development	ADEV			3	4	5	6	
		Safety engineering	SFEN			3	4	5	6	
		Sustainability engineering	SUEN				4	5	6	
		Information content authoring	INCA	1	2	3	4	5	6	
		Testing	TEST	1	2	3	4	5	6	
	Human factors	User experience analysis	UNAN			3	4	5		
		Ergonomic design	HCEV			3	4	5	6	
		User experience evaluation	USEV		2	3	4	5		
		Human factors integration	HFIN					5	6	7
	Installation and integration	Systems integration	SINT		2	3	4	5	6	
		Porting/software integration	PORT			3	4	5	6	
		Systems installation/decommissioning	HSIN	1	2	3	4	5		
Service management	Service strategy	IT management	ITMG					5	6	7
		Financial management for IT	FMIT				4	5	6	
	Service design	Capacity management	CPMG				4	5	6	
		Availability management	AVMT				4	5	6	
		Service level management	SLMO		2	3	4	5	6	7
	Service transition	Service acceptance	SEAC				4	5	6	
		Configuration management	CFMG		2	3	4	5	6	

	Service operation	Asset management	ASMG					4	5	6
		Change management	CHMG		2	3	4	5	6	
		Release and deployment	RELM				3	4	5	6
		System software	SYSP				3	4	5	
		Security administration	SCAD				3	4	5	6
		Radio frequency engineering	RFEN		2	3	4	5	6	
		Applications support	ASUP		2	3	4	5		
		IT operations	ITOP	1	2	3	4			
		Database administration	DBAD		2	3	4	5		
		Storage management	STMG			3	4	5	6	
		Network support	NTAS		2	3	4	5		
		Problem management	PBMG				3	4	5	
		Service desk and incident management	USUP	1	2	3	4	5		
		IT estate management	DCMA				3	4	5	6
Procurement and management support	Supply management	Procurement	PROC					4	5	6
		Supplier relationship management	SURE		2	3	4	5	6	7
		Contract management	ITCM				4	5	6	
	Quality and conformance	Quality management	QUMG					5	6	7
		Quality assurance	QUAS				3	4	5	6
		Quality standards	QUST		2	3	4	5		
		Conformance review	CORE				3	4	5	6
		Safety assessment	SFAS					5	6	
		Technology audit	TAUD					4	5	6
Client interface	Sales and marketing	Marketing	MKTG				3	4	5	6
		Selling	SALE					4	5	6
	Client support	Account management	ACMG					5	6	
		Sales support	SSUP	1	2	3	4	5	6	
		Client services management	CSMG				3	4	5	6

Appendix [E]:

CV:

Name: Daniel Rowley

Date of birth: 06/02/1999

Address: 15 grove street, Gorsienon, Swansea, SA4 4FS

Mobile: 07709 212839

Started: 11/03/2019

ROW15822066

E-mail: dantom9999@gmail.com

Profile

I am an HND student, am interested in web development, and have a passion for I.T. I am a great team player and can work well under pressure. I am convicted, and to get the best end results. I am always optimistic about situations and have great perseverance.

Education

BTEC Diploma

Information Technology (Specialist)	07/2017	BTEC	3
Unit 1 communication and employability	06/2016	Pass	
unit 2 Computer systems	06/2016	Pass	
Unit 9 - 10 principles of network	06/2016	Pass	
Unit 18 databases	06/2016	Merit	
unit 26 maths	06/2016	Pass	
28 website development and management	06/2016	Merit	
Unit 30 digital graphics and computer	06/2016	Pass	
Unit 14 Event driven programming	06/2016	Pass	
unit 3 information systems	07/2017	Pass	
unit 5 network management	07/2017	Pass	
unit 11 systems analysis and design	07/2017	Distinction	
unit 13 xit troubleshooting and repair	07/2017	Pass	
unit 20 client side customisation	07/2017	Distinction	
unit 22 developing computer games	07/2017	Pass	
unit 31 computer animation	07/2017	Distinction	
unit 42 spreadsheet modelling	07/2017	Distinction	
unit 32 network systems security	07/2017	Pass	

Penyrheol Comprehensive School, Swansea (68816, 09/2010 - 07/2015, FT)

GCSE (Grade: A*-G)

Home Economics: Food & Nutrition	C	07/2015	WJEC
Information & Communication Technology	C	07/2015	WJEC
Mathematics	C	07/2015	WJEC
Science	C	07/2015	WJEC
Welsh	C	07/2015	WJEC
English Language	D	06/2015	WJEC

Work experience

Arthur Llewelyn Jenkins

Saturday boy

2016 – present:

I am currently employed at a furniture shop name Arthur Llewelyn Jenkins where I work as a Saturday boy and carry out odd jobs such as changing light bulbs, moving furniture and everything in-between. This employment has greatly improved my team working.

Skills

- **Perseverance**
- **Team working**
- **Notepad++**
- **Visual studio**
- **Cisco packet tracer**
- **HTML**
- **CSS**
- **C#**

Interested

- **Reading**
- **Socializing**
- **Video games**

MARKING CRITERIA and STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion 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.

Common Assessment Criteria Applied			Marks Available	Marks Awarded
1. Engagement with Literature Skills				
Limited minimal references, bibliography way too small for this level. No critical evaluation of sources, no reading log.Two bibliographies- one should be after the Work before the appendices- you have a second in appendix c!!			20	4
2. Knowledge and Understanding Skills				
SWOT too basic and low- level. SMART goals not relevant to course. NO personal action plan in appropriate format, lacks relevancy to current status. Data storage strategies too minimal and not discussed in any technical depth. Personal storage discussed in a more relevant manner.			20	7
3. Cognitive and Intellectual Skills				
Action plan repeated 3 times! No timed dated plan reflecting dated targets of both college and external learning/ evaluations of strengths etc very scatterd- goals do not need separate SWOTS! Non- college based learning not discussed.			20	6
4. Practical Application Skills				
Powerpoint not used in report, no notes pages, no evaluation. HE skills basically discussed, employment skills very limited and no relation to desired career. No reading log. Initailly no weaknesses identified or remedies discussed in later work. No discussion of methods to deploy to improve productivity, organisation, stress management etc.			20	9
5. Transferable Skills for Life and Professional Practice				
Over use of subheadings! Linkedin profile missed, CV very basic.Personal development plan very limited.			20	14
Assignment 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)		40	
	Up to four weeks late	1st		
	1st/2nd/3rd attempt?			