

ASSESSMENT DESCRIPTION

Assessment 1: Reading & Note-Taking

Deadline: Week 4 (30%): Sunday, October 25th 23:59

In this Assessment, you will create A3 notes based on a text provided in **Week 3**. You will then upload a photo of your notes and answer six short questions about the text, including two reflective questions, using the provided template.

In-class steps to prepare for the Assessment:

1. Take part in the Week 3 Notes → Understanding activity.
2. Create A3 notes (mind map) based on the text provided.
3. Upload a clear photo of your A3 notes to Moodle **and** to the template you submit.

At-home steps to complete the Assessment:

1. Answer the following questions using the template provided:
 - A. What is the main idea of the whole text?
 - B. What is one key point that supports the main idea, and which specific example from the text shows this?
 - C. What is a different key point that supports the main idea, and which specific example from the text shows this?
 - D. Which part of the text do you think is most important, and why?

Reflection

- E. What did you find difficult in this Assessment (including in-class components), and why was it difficult?
 - F. What helped you with this difficulty, and how did it help you?
2. Upload your completed template to **Moodle** using the AS1 Link in the Assessment Information and Submission Tile

Assessment 1 – Reading Assessment Template

PART 1: Upload your photo of your A3 in-class notes here:



PART 2:

- Answer every question below in 1-3 **full** sentences.
- Use your own words. Do not use generative AI to answer these questions.
- Include a specific detail from the text when asked.

REMINDER

- The main idea is the overall message of the whole text.
- A key point helps to explain the main idea.
- A specific detail or example from the text shows that the key point is true.

Questions

- A. What is the main idea of the whole text?
- B. What is one key point that supports the main idea, and which specific example from the text shows this?
- C. What is a different key point that supports the main idea, and which specific example from the text shows this?
- D. Which part of the text do you think is most important, and why?

Reflection:

- E. What did you find difficult in this Assessment (including in-class components), and why was it difficult?
- F. What helped you with this difficulty, and how did it help you?

The text provided is an adapted version of: **BBC News (2026)** *If you post it, they will come: The businesses turning likes into livelihoods*. BBC News. Available at: <https://www.bbc.co.uk/news/articles/cm2701py5npo>

Assessment 2: TEEL Writing

Deadline: Week 8 (30%): Sunday, 22nd November, 23:59

In this Assessment, you will learn about paragraph structures in class and write a first draft of a paragraph based on one of **three topic options**. You will then complete short practice activities at home and submit an improved second draft (100–150 words) using the provided template.

In-class steps to prepare for the Assessment:

1. Participate in Week 6 & 7 paragraph workshop (modelling, activities).
2. Complete an in-class paragraph draft (15–20 mins), handwritten or typed into a draft folder.
3. Upload or photograph draft to Moodle

At home steps to complete the Assessment:

1. Complete paragraph structure related mini-Assessments on the final submission template:
 - a. Choose correct topic sentence
 - b. Choose evidence + justify
 - c. Choose the best explanation
 - d. Choose link sentence
2. Copy and paste the final draft of the in-class paragraph (**100–150 words**) in the final submission template. Include 1-2 citations and a **reference list** for your paragraph
3. Upload your completed template to **Moodle** using the AS2 Link in the Assessment Information and Submission Tile

The template should include:

A) the completed mini-Assessments

and

B) your paragraph/reference list entered at the bottom of this template

Paragraph Topics (you must choose and write a paragraph on the template about ONE of these topics):

1. Write a paragraph on the importance of motivation in the workplace
2. Write a paragraph on how to build resilience in the workplace
3. Write a paragraph on the importance of communication in the workplace

Assessment 3: Reflective Presentation

Deadline: Week 10 (40%): Thursday, 3rd December, 23:59

For Assessment 3, you will record a short **3–5 minute reflective presentation** about your experience in the Academic Skills module. You will submit it via the Assessment 3 submission link.

You should reflect on what you have learned during the 10 weeks of the module and explain how this learning will help you in your future university studies and/or professional life.

You do **not** need to create PowerPoint slides. You only need to submit your recorded video.

A planning template will be provided to help you prepare your presentation. You do **not** need to submit the template, but your presentation should cover the main points from it.

In your presentation, you should:

1. Introduce what you are going to talk about
2. Explain 1 or 2 academic skills you have developed
3. Give specific examples of your learning from the module to show how you developed your chosen skill(s), such as a class activity, worksheet, piece of feedback, assessment workshop, or assessment
4. Explain one challenge you had during the module and what you did, or will do, to improve
5. Explain why your chosen skill(s) are important for your future studies or workplace development
6. Finish with a clear closing point about what you will take forward

You should try to use a clear presentation structure:

Opening → Key points with examples → Clear close

This assessment is not about perfect English. It is about showing that you can reflect on your learning and communicate your ideas clearly.

Upload your completed template to **Moodle** using the AS3 Link in the Assessment Information and Submission Tile

AS1 Marking Criteria: Reading and Notes

The four assessed criteria are weighted equally at 25% each. Engagement with Literature is not assessed.

Marking criterion	FAIL 0–29%	MARGINAL FAIL 30–39%	SATISFACTORY 40–49%	GOOD 50–59%	VERY GOOD 60–69%	EXCELLENT 70–84%	EXCEPTIONAL 85–100%
Engagement with Literature	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Knowledge and Understanding (25%)	Shows little or no understanding of the text. The main idea and key points are missing, incorrect or unrelated.	Shows limited understanding. The main idea or key points are unclear, inaccurate or repeated.	Shows basic understanding of the main idea and at least one relevant key point. Some misunderstanding or repetition may remain.	Shows clear understanding of the text. The main idea is mostly accurate, and two relevant key points are included.	Shows very good understanding of the text. The main idea is clear, and two different key points are explained accurately.	Shows strong understanding of the whole text. The main idea is accurate, and the two key points are well chosen and clearly connected to the overall message.	Shows exceptional understanding of the whole text. The main idea is precise, and the two key points show a detailed and confident understanding of how the text develops its message.
Cognitive and Intellectual Skills (25%)	Gives no relevant details from the text and does not explain the answers.	Uses very limited or unclear details. Explanations are mostly missing or do not match the point being made.	Uses at least one relevant detail from the text and gives a basic explanation or reason.	Uses relevant details to support most answers and gives clear reasons.	Uses clear, specific details that match the key points and gives a clear reason for the most important part of the text.	Selects strong and accurate details and clearly explains what they show. The judgement about importance is well supported.	Selects highly effective details and explains their meaning with exceptional clarity and insight for this level.
Practical Skills (25%)	The mind map is missing, extremely limited or does not show use of the taught note-making method.	The mind map contains very few relevant notes and shows weak organisation.	The mind map contains basic notes and shows some use of the taught structure, but important information may be missing.	The mind map is mostly clear and includes the main idea, relevant key points and some business examples, although the connections between the ideas are not always clear.	The mind map is clear and well organised, with the main idea, different key points and some specific business examples that clearly support or help explain the key points.	The mind map is detailed, selective and very well organised, with clear connections between the main idea, key points and several well-chosen business examples from the text.	The mind map is exceptionally clear, purposeful and well organised, using carefully selected business examples to show detailed and confident understanding of how the ideas in the text connect.
Transferable Skills for Life and Professional Practice (25%)	Much of the task is incomplete or very difficult to understand. The reflection is missing or unrelated.	Several answers are incomplete, unclear or not written as required. The reflection is very limited.	Most parts are completed. Answers are understandable, although clarity may be uneven. The reflection identifies a basic challenge or form of help.	The task is fully or almost fully completed. Answers are mostly clear full sentences, and the reflection explains a challenge and what helped.	All parts are completed clearly and concisely. The reflection explains the challenge, why it was difficult and what helped.	Communication is consistently clear, focused and appropriate. The reflection shows strong awareness of the student's learning process.	Communication is exceptionally clear and controlled for this level. The reflection is concise, specific and highly thoughtful.

Student marking guide

Each assessed area is worth the same amount.

- **Knowledge and Understanding:** Have you explained the main idea of the whole text and included two different key points?
- **Cognitive and Intellectual Skills:** Have you used specific details from the text to show or explain your key points, and explained why you chose the most important part?
- **Practical Skills:** Does your A3 mind map include the main idea, key points and specific information about businesses from the text? The links between your ideas should be clear, but you can organise your mind map in the way that works best for you.
- **Transferable Skills:** Have you followed the instructions, written each answer as one clear full sentence, and explained what you found difficult, why it was difficult and what helped you?
- **Engagement with Literature:** This is not assessed because you do not need to find or reference other sources for this task.

Important: Small grammar or spelling mistakes will not reduce your mark if your meaning is clear. Do not repeat the same answer for the main idea and a key point.

AS2 Marking Criteria: TEEL Writing

Each marking criterion is weighted equally at 20%.

Marking criterion	Fail 0–29%	Marginal Fail 30–39%	Satisfactory 40–49%	Good 50–59%	Very Good 60–69%	Excellent 70–84%	Exceptional 85–100%
Engagement with Literature	No relevant source is used, or no attempt is made to include a citation or reference.	A source may be included, but the citation and reference are missing, very unclear or unrelated to the paragraph.	Uses one relevant source and attempts both a citation and a reference, although there may be several errors or missing details.	Uses one relevant source. The citation and reference are mostly understandable, although some errors or missing details remain.	Uses one or two relevant and credible sources. The citation and reference are mostly correct, with only some minor errors.	Uses two relevant and credible sources that clearly support the paragraph. Citations and references are clear, accurate and mostly consistent.	Uses two or more highly relevant and carefully chosen sources very effectively. Citations and references are consistently accurate and complete.
Knowledge and Understanding	The TEEL activities are missing or show little or no understanding of the different parts of TEEL and cohesive devices.	The TEEL activities show very limited understanding. Many answers are missing or incorrect.	The TEEL activities show basic understanding of TEEL. Some correct choices are made, but there are several errors or gaps.	The TEEL activities show clear understanding. Most TEEL parts, sentence choices and cohesive devices are identified correctly.	The TEEL activities show very good understanding. Almost all answers are correct, and the purposes of cohesive devices are mostly explained clearly.	The TEEL activities show excellent understanding. TEEL elements and cohesive devices are identified and explained accurately.	The TEEL activities show exceptional and confident understanding, with consistently accurate identification and explanation of how TEEL and cohesive devices work.
Cognitive and Intellectual Skills	The final paragraph contains little or no explanation or supporting example. Ideas are unrelated to the topic sentence or do not develop it.	Explanation and examples are very limited, unclear or largely unrelated to the topic sentence.	Gives a basic explanation and/or example, but development is limited or the connection to the topic sentence may be unclear.	Gives a relevant explanation and example that generally develop the topic sentence, although some ideas could be explained more fully.	Gives clear explanations and relevant examples that develop the topic sentence well. The connection between the ideas is clear.	Gives detailed and thoughtful explanations supported by well-chosen examples or evidence. Ideas develop the topic sentence convincingly.	Gives highly effective and insightful explanations supported by precise examples or evidence. Every idea contributes clearly to developing the topic sentence.
Practical Skills	The final paragraph is missing, incomplete or does not show a recognisable TEEL structure.	Shows very limited use of TEEL. Several elements are missing, misplaced or difficult to identify.	Shows basic use of TEEL. Most elements are attempted, but some are weak, unclear or not used effectively.	Applies the TEEL structure successfully. The main elements are present and mostly serve the correct purpose.	Applies TEEL clearly and effectively. All elements are easy to identify and work together to develop the paragraph.	Applies TEEL very effectively. Each element is purposeful, well developed and contributes to a strong paragraph.	Applies TEEL with exceptional control. The structure feels natural, balanced and highly effective rather than mechanical.
Transferable Skills for Life and Professional Practice	Writing is very difficult to understand. The paragraph lacks coherence and academic style, and frequent	Writing is often unclear or difficult to follow. Links between sentences are weak, and frequent grammar, spelling or punctuation errors	Writing is generally understandable. There is some coherence and use of linking language, although organisation or academic style	Writing is clear and mostly coherent. Sentences are linked appropriately, and the style is generally suitable for academic writing. Grammar, spelling and	Writing is clear, coherent and cohesive. Ideas flow logically, and an appropriate academic style is used. Language is mostly accurate, with only occasional errors.	Writing is consistently clear, well connected and academically appropriate. Cohesive devices are used effectively, and language is accurate with few errors.	Writing is exceptionally clear, fluent and cohesive for this level. Academic style is controlled and effective, with highly accurate grammar, spelling and punctuation.

	language errors prevent meaning.	sometimes prevent meaning.	may be uneven. Language errors are noticeable but the main meaning can usually be understood.	punctuation errors do not usually affect meaning.			
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How Your Work Will Be Marked

Each area is worth the same amount. Use this guide to check your work before you submit it.

Using sources: Have you used relevant information from one or more sources and included both a citation and a reference?

Understanding TEEL: Have you completed the TEEL activities correctly, including the work on cohesive devices?

Developing your ideas: Do your explanation and example or evidence clearly develop your topic sentence?

Using TEEL in your paragraph: Does your final paragraph include a clear topic sentence, explanation, evidence or example, and link sentence?

Academic writing: Are your ideas easy to follow and clearly linked? Is your style suitable for university work, and can the reader understand your grammar, spelling and punctuation?

Important

- Small citation or referencing mistakes will not automatically cause a low mark if the source is clear.
- Small grammar, spelling or punctuation mistakes will not automatically cause a low mark if the reader can understand your meaning.
- Your final paragraph should be 100–150 words and should show all parts of TEEL.

Assessment 3 Marking Criteria: Reflective Presentation

Assessment 3: Reflective Presentation

Engagement with Literature is N/A for this assessment. The assessed criteria are weighted equally. Students should record a 3-5 minute reflective presentation; no slides are required.

Marking criterion	Fail 0-29%	Marginal Fail 30-39%	Satisfactory 40-49%	Good 50-59%	Very Good 60-69%	Excellent 70-84%	Exceptional 85-100%
Engagement with Literature	N/A - Engagement with Literature is not assessed in Assessment 3.	N/A - Engagement with Literature is not assessed in Assessment 3.	N/A - Engagement with Literature is not assessed in Assessment 3.	N/A - Engagement with Literature is not assessed in Assessment 3.	N/A - Engagement with Literature is not assessed in Assessment 3.	N/A - Engagement with Literature is not assessed in Assessment 3.	N/A - Engagement with Literature is not assessed in Assessment 3.
Knowledge and Understanding	Shows little or no understanding of academic or communication skills from the module. The presentation may be mostly unrelated to Academic Skills.	Shows very limited understanding of one academic or communication skill. Explanation is unclear, inaccurate or mostly descriptive.	Shows basic understanding of at least one academic or communication skill from the module. Explanation may be simple, but the student shows some awareness of what they learned.	Shows clear understanding of one or two academic or communication skills from the module. Some explanation is given of why the skill matters for university study or workplace development.	Shows very good understanding of two academic and/or communication skills from the module. Explains both skills clearly and links them to university study and/or workplace development.	Shows excellent understanding of two academic and/or communication skills from the module. Explains both skills accurately and clearly, with strong links to university study and/or workplace development.	Shows exceptional understanding of two academic and/or communication skills from the module. Explains both skills confidently and insightfully, with highly effective links to university study and/or workplace development.
Cognitive and Intellectual Skills	Shows little or no reflection on learning or development. The presentation mainly lists activities or gives unrelated information.	Reflection is very limited. The student may describe what happened, but gives little explanation of progress, challenge or learning.	Gives a basic reflection on learning. There is some attempt to discuss progress, a challenge or something they learned about their own development.	Reflects clearly on learning and development. Identifies some progress and/or challenge, although explanation may not always be fully developed.	Reflects well on learning and development. Explains what changed, what was challenging, and what they learned from the experience.	Reflects thoughtfully on learning and development. Clearly explains progress, challenge, learning and improvement during the module.	Reflects with exceptional clarity and insight on learning and development. Gives a thoughtful explanation of progress, challenge, learning and personal improvement.
Practical Skills	Gives no clear examples from the module, or examples are missing, unrelated or very unclear.	Gives very limited examples. Examples may be vague, unclear or not connected well to the reflection.	Gives at least one basic example from the module or learning experience. Detail may be limited, but there is some attempt to support points.	Gives relevant examples from the module. Examples generally support the reflection, although some could be more specific or more clearly explained.	Gives clear and specific examples from the module. Examples support the reflection well and help explain the student's learning.	Gives detailed, relevant and specific examples from the module. Examples strongly support the reflection and show clear learning and development.	Gives highly effective and carefully chosen examples from the module. Examples are detailed, specific and used very confidently to support the reflection.
Transferable Skills for Life and Professional Practice	The presentation is very difficult to follow. It has no clear structure, or spoken communication prevents the listener from understanding the main message.	The presentation is often difficult to follow. Structure is very limited, and delivery may make meaning unclear in several places.	The presentation is understandable overall. There is a basic attempt at an opening, main points and close. Speech may be hesitant, quiet or heavily note-based, but some key ideas are communicated.	The presentation is clear enough to follow. It has a recognisable opening, middle and ending. Delivery mostly supports understanding, though signposting or spoken delivery may be uneven.	The presentation is clear and well organised. It has a clear opening, key points, useful signposting and a clear close. Speech is mostly clear and supports the listener.	The presentation is consistently clear, organised and easy to follow. Signposting, pace, volume and delivery are effective for this level, and the listener is guided through the ideas well.	The presentation is exceptionally clear, confident and well structured for this level. Signposting and delivery are controlled and effective, and the listener can follow the reflection easily throughout.

How Your Work Will Be Marked

Use this guide to check your presentation before you submit it. Engagement with Literature is N/A, so you do not need sources or references for this assessment.

Understanding skills: Do you explain one or two academic/communication skills from the module? To reach higher marks, try to explain two skills clearly.

Reflecting on your learning: Do you explain your progress, one challenge you had, and what you learned from it?

Using examples: Do you give specific examples from the module, such as a class activity, worksheet, feedback, paragraph or presentation activity?

Presenting clearly: Does your presentation have a clear opening, main points, signposting and a clear ending?

Speaking clearly: Can the listener follow your ideas? Do you speak clearly and try to help the listener understand?

Important

- Your presentation should be 3-5 minutes.
- You do not need PowerPoint slides.
- You only submit the recorded video.
- You may use notes, but try not to read every word like a script.
- The best reflections use specific details, not only general comments such as “I learned a lot”.