



BA (Hons) Business Management
BA (Hons) Business Management with Placement Year
DipHE Business Management
CertHE Business Management BA (Hons) Accounting
BA (Hons) Accounting with Placement Year
BA (Hons) International Business Management BA
(Hons) International Finance

Learning in the Digital Era

BMBM4008

LEVEL 4

Module Lead: Scott James

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AIM

- To develop student's skills for independent study and life-long learning, which will form the foundations for successful completion of their degree programme and support future employment opportunities.

LEARNING OUTCOMES

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

- demonstrate the foundational skills required to be a resilient and healthy independent learner.
- practice the principles of learning agility;
- use suitable technology to support and enhance their learning experience within the discipline area.

INDICATIVE CONTENT

- Time management, reading, writing, referencing and plagiarism, searching for and evaluating sources of information, working online.
- Critical thinking: issues concerning knowledge, belief, and doubt.
- Critical writing: synthesis, paraphrasing and creating an informed argument, avoiding plagiarism.
- Reflection and self-reflection.
- Identity and sense of place; including values, culture and intercultural awareness, heritage, diversity and inclusion, and multilingualism.
- Skills for a range of assessment modes, including blogs, vlogs, video, presentations, performances, posters, exams and written coursework.
- Skills and attitudes which underpin resilience, health, wellbeing and learning agility; the role of spirit, mind, emotions and body.
- Physical literacy: Consideration of the role of physical activity to the support of physical, mental health, well-being and resilience.
- Digital literacy: using appropriate technology; staying safe online, cyber security, digital identity.
- Team working.

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

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
E-portfolio	Equivalent to 2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video and Supporting Materials	Individual 3 minute video which incorporates supporting materials of 600 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50%
Practical	50%
TOTAL	100%

Reading List

Module Code	BMBM4008	
Module Title	Learning in 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.	☒

Teaching Plan

Week	Content	Resources/Activities	Assignments & Tasks
Week 0 W/C 21/09	Induction Week	<i>Please find Induction Resources on Moodle in the Induction Tile</i>	Assignment 1: E Portfolio Assignment 2: 3-minute Video & Supporting Materials.
Week 1 W/C 28/09	Building your Student Toolkit • Get to know each other. • Study Skills • Learning Styles • Moodle: Virtual Learning Environment (VLE)	Ice Breaker Time Management Questionnaire Kolb's Learning Cycle VARK Questionnaire	Task: Complete Finding & Using Information: Unit 1 – Identifying Information on Moodle. Task: Complete Finding & Using Information: Unit 2 – Searching for Information on Moodle.
Week 2 W/C 05/10	Finding & Using Information • How to find reliable academic information • Evaluating sources using the CRAAP Test • How to use information ethically and effectively Using AI: For Researching • How to use AI for Assessments • AI Acknowledgement for Assignments Critical Thinking • Issues concerning knowledge • Issues concerning belief • Issues concerning doubt	PowerPoint Class Discussion Group Activities AI Tools Reflective Template 10 Minute Reflection What did you learn about? What went well? What did not go well? Why did it go well/not go well? What will you do to improve going forward to improve your skills/knowledge in this area?	Task: Complete Referencing: Unit 1 – Academic Integrity & Avoiding Plagiarism on Moodle. Task: Complete Referencing: Unit 2 – Managing Information on Moodle. Task: Complete Referencing: Unit 3 – The Basics on Moodle.

	Course Reps: Information		
Week 3 W/C 12/10	Note Taking, Paraphrasing & Harvard Referencing • Why referencing is important in academic work • The basics of in-text citations	PowerPoint Class Discussion	Task: Complete Finding and Using Information: Unit 4 – Evaluating Information on Moodle.

	• How to create a reference list • Common types of sources (books, journal articles, websites) • Avoiding plagiarism through correct referencing • Tools and resources to help with Harvard style Using AI: For Harvard Referencing Critical Writing • Synthesis of sources and ideas • Paraphrasing effectively • Creating an informed, evidence-based argument • The 4 As Course Reps: Election	Group Activities AI Tools 10 Minute Reflection What did you learn about? What went well? What did not go well? Why did it go well/not go well? What will you do to improve going forward to improve your skills/knowledge in this area?	
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Week 4 W/C 19/10	Academic Writing • Academic Integrity • Academic Misconduct • AI Acknowledgement	PowerPoint Class Discussion Group Activities 10 Minute Reflection What did you learn about? What went well? What did not go well? Why did it go well/not go well? What will you do to improve going forward to improve your skills/knowledge in this area?	
Week 5 W/C 26/10	Reading Week (No Lectures)		Task: Complete LinkedIn Learning Courses. A suggested list will be provided.

Week 6 W/C 02/11	Consolidating Your Learning: Academic Skills & Assessment Preparation Recap: Weeks 1–3 • Study skills and time management • Finding and evaluating academic sources (CRAAP Test) • Paraphrasing and Harvard referencing Academic Writing (Week 4 Recap) • Academic writing and structure • Developing paragraphs using PEEL • Academic integrity and misconduct • Responsible use of AI Assessment 1: E-Portfolio • Overview of assessment requirements • Breakdown of Tasks 1, 2 and 3 • Applying academic skills to the assessment • Assessment guidance and Q&A	PowerPoint Class Discussion Group Activities 10 Minute Reflection What did you learn about? What went well? What did not go well? Why did it go well/not go well? What will you do to improve going forward to improve your skills/knowledge in this area?	
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Week 7 W/C 09/11	The Art of Presenting • How to structure an engaging presentation • The importance of clarity and simplicity • Using voice and body language effectively • Designing impactful slides/visuals • Handling nerves and building confidence • Connecting with your audience Using AI: Creating Presentations	9AM – 10AM Introduction to the Immersive Room. Meet at Y Fforwm – Ground Floor. PowerPoint Class Discussion Group Activities TED Talks 10 Minute Reflection What did you learn about? What went well? What did not go well? Why did it go well/not go well? What will you do to improve going forward to improve your skills/knowledge in this area?	
Week 8 W/C 16/11	Mock Presentations • Deliver your mock presentation • Receive constructive feedback from peers and tutor		Task: Reflection What went well? What did not go well? Why did it go well/not go well? What will you do to improve going forward to improve your skills/knowledge in this area?
Week 9 W/C 23/11	Final Presentations <i>*We will be in the Innovation Matrix for lectures this week, Room 14.</i>		Assignment 1: E Portfolio Deadline: Friday 20th November 23.59. Student presentations and peer feedback. Task: Reflection What went well? What did not go well? Why did it go well/not go well? What will you do to improve going forward to improve your skills/knowledge in this area?

Week 10 W/C 30/11	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 Class Discussion Group Activities Task: Reflection What went well? What did not go well? Why did it go well/not go well? What will you do to improve going forward to improve your skills/knowledge next term?	
Week 11 W/C 07/12	Feedback • Purpose of feedback • What makes feedback effective • Digital tools for feedback • Engaging with feedback • Peer feedback online • Inclusive feedback Using AI: For Feedback • Instant writing support • Personalised learning insights • Ethical use of AI	PowerPoint Class Discussion Group Activities Task: Reflection What went well? What did not go well? Why did it go well/not go well? What will you do to improve going forward to improve your skills/knowledge next term?	Task: Complete Finding and Using Information: Unit 3 – Advanced Searching on Moodle. Assignment 2: 3 Minute Video and Supporting Notes Deadline: Friday 18th December 23.59

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) Business Management		
Module:	Learning in the Digital Era		
Module code:	BMBM4008	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Scott James	Internal Verifier:	Robyn Griffiths
Assignment Title:	Evidence of Learning (E-Portfolio)	Word count (or equivalent):	2,000
Submission deadline:	Friday 20 th November 23.59PM 2026	Return date of provisional marks & written feedback:	Friday 18 th December 23.59PM 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.			

TASK DESCRIPTION

This portfolio assesses your ability to research, evaluate information, apply evidence to a real business and communicate your findings professionally.

Choose **ONE** of the following contemporary business topics:

- Artificial Intelligence (AI) in Business
- Remote and Hybrid Working
- Technology and the Future of Work
- Business Sustainability

You will use the same topic across all three tasks, allowing you to build your research and understanding throughout the portfolio.

Task 1: Business Research – 500 words

Purpose: To demonstrate your ability to find, evaluate and compare credible information.

Select two credible sources related to your chosen topic.

You should:

- Briefly introduce your chosen topic and its relevance to business.
- Evaluate both sources using the CRAAP Test.
- Explain whether you consider each source reliable and why.
- Compare the two sources, identifying where they agree, disagree or offer different perspectives.
- Explain what you have learned from comparing the sources.
- Include a correctly formatted Harvard reference list.

Key question: *Would you trust these sources when making a business decision? Why?*

Task 2: Business Consultant – 1,000 words

Purpose: To demonstrate your ability to analyse evidence, apply research to a real business and make justified recommendations.

Choose a real business or organisation affected by the topic you explored in Task 1. Your choice must be agreed with your lecturer.

Answer the question linked to your topic:

AI in Business: *How should your chosen business respond to the opportunities and challenges created by AI?*

Remote and Hybrid Working: *What approach to remote and hybrid working would be suitable for your chosen business?*

Technology and the Future of Work: *How should your chosen business prepare for technological change?*

Business Sustainability: *How could your chosen business become more sustainable while meeting its other business priorities?*

Your work should:

- Introduce your chosen business and identify a specific issue, change or situation linked to your topic.
- Use credible research to explore different viewpoints.
- Use PEEL (Point, Evidence, Explanation, Link) – to develop your discussion.
- Use at least one source from Task 1 and apply your research to the chosen business.
- Identify a key opportunity and challenge for the business.
- Provide two clear recommendations, supported by evidence.
- Use Harvard referencing and include a minimum of 6 credible sources.

You will also complete a short Consultant's Evidence Sheet during class to show how your research and ideas have developed. Include this as an appendix; it does not count towards the word limit.

Task 3: Boardroom Pitch – 5 minutes

Purpose: To demonstrate your ability to communicate research and recommendations clearly and professionally.

Imagine you are presenting your findings to the management team of your chosen business.

Create a 5-minute presentation using 3–5 main slides, plus a reference slide.

Your presentation should:

- Briefly introduce the business and the issue.
- Explain why the issue matters to the business.
- Present the three most important findings from your research.
- Identify a key opportunity and challenge.
- Present your two recommendations and explain why they are suitable.
- Use evidence and appropriate visuals to support your presentation.
- Include a Harvard reference list with a minimum of 5 sources.

Your slides should support your presentation rather than act as a script. You may also be asked a short question about your findings or recommendations.

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 ☒

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: For Task 1 and Task 2, you must use a range of credible, relevant, and recent sources to support your arguments. Websites and news articles may also be used but should be chosen carefully and kept to a supporting role. In Task 1, you are expected to explicitly apply the CRAAP Test to evaluate your sources. In Task 2, ensure all claims are supported with evidence and integrated through accurate Harvard referencing in both in-text citations and your reference list. In Task 3, your presentation should also demonstrate engagement with literature by citing evidence on your slides and in your reference list.

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 knowledge by applying key ideas around celebrity endorsements or influencer marketing. This includes showing that you understand how and why businesses use these strategies, and the impact they can have on consumers and organisations. In Task 2, use the 4As framework introduced in class to demonstrate not only what you know but also that you can interpret and apply your understanding to an argument. Avoid simply describing what endorsements or influencers are, instead, explain their purpose, value, and risks in business contexts, using examples from brands or campaigns to show understanding.

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: Your work should show critical thinking and logical reasoning. In Task 1, this means evaluating your sources carefully and synthesising their points rather than summarising them individually. In Task 2, this means constructing a clear argumentative essay that demonstrates your ability to agree, argue, add, and apply (the 4As). You should justify your opinions with evidence, considering alternative viewpoints and potential criticisms. In Task 3, your presentation should be analytical, not just descriptive, show how you formed judgements about the effectiveness or challenges of celebrity or influencer marketing.

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: Use current brand examples to illustrate your points. In Task 2, apply your critical discussion to businesses you know and evaluate the consequences of these marketing approaches

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: Tasks must be uploaded to the correct links. Any assignments uploaded to an incorrect link 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. In Task 3, you must demonstrate your ability to present professionally, using storytelling and engagement strategies introduced in class (such as examples, rhetorical questions, or customer-focused narratives). This shows that you can translate academic ideas into practice.

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
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

Late Submission Penalties (tick if appropriate)

Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Up to 1 week late (40% Max)		%
	Over 1 week late (0%)		

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) Business Management		
Module:	Learning in the Digital Era		
Module code:	BMBM4008	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Scott James	Internal Verifier:	Robyn Griffiths
Assignment Title:	Video and Supporting Materials	Word count (or equivalent):	Individual 3 minute video which incorporates supporting materials of 600 words
Submission deadline:	Friday 18 th December 23.59PM 2026	Return date of provisional marks & feedback:	Friday 15 th January 23.59PM 2027
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.

TASK DESCRIPTION

3-Minute Reflective VLOG, Supporting Notes (600 words) and Appendices

Purpose:

To reflect on your personal development of knowledge, understanding, and skills during the *Academic Skills for the Digital Era* module.

Task:

Record a 3-minute VLOG using Microsoft Stream where you reflect on:

- How your understanding of academic and digital skills has developed.
- The new skills you have gained (e.g. referencing, research, digital tools).
- The impact AI has had on your studies.
- One challenge you faced, one achievement you are proud of, and one personal goal for the future.

Produce up to 600 words of supporting notes (plan, bullet points, or summary of key reflections).

Provide an Appendix with any activities, reflective accounts, or evidence that support your VLOG (e.g. completed CRAAP test, presentation slides, reflective tasks). These can be hand written but must be scanned in and inputted into your word document.

Please note:

- You must be visible on screen at all times during the VLOG

- You must provide an accessible link within your supporting notes that your lecturer can access to view your video.

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 ☒

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

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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: *In this assignment, you are not expected to research a new academic topic. However, you should draw on and reference key concepts, theories, and models you encountered in class (e.g. CRAAP test, 4As, referencing, time management, presentation skills). Use Harvard referencing for any theories or readings that you specifically mention. This shows that your reflections are informed by the academic materials from the module, rather than being based only on opinion.*

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 that you now have a stronger understanding of academic and digital skills. In your VLOG and notes, explain how your knowledge has grown, for example, your understanding of how to reference properly, how to evaluate sources, or how to use AI tools responsibly. Show that you understand not just what these skills are, but also why they are important for success at university and in professional contexts.*

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: Your reflection should go beyond describing what happened. You need to analyse your learning journey:

- *Why was a particular skill difficult at first?*
- *How did you overcome challenges?*
- *What did you learn about your own ways of working?*
- *What are the wider implications of these skills for your future studies?*

This critical and analytical approach demonstrates intellectual development. For example, don't just say "I used the CRAAP test", explain why it was useful, what you learned from it, and how you will apply it in the future.

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: Your reflection should demonstrate how the skills you have developed during this module can be applied in practice. This means showing clear links between what you learned and how you can use it in real situations. For example:

- *How your referencing and research skills will support future assignments.*
- *How the CRAAP test can help you judge information in both academic and workplace contexts.*
- *How using AI responsibly could help you in studies or in a business setting.*
- *How presentation and storytelling techniques can be applied in university assessments or future employment.*

Your VLOG should not just describe what skills you developed, but also explain how they work in practice and how you will continue to use them.

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: The VLOG itself is a test of your practical communication skills. You must:

- *Record a clear, well-prepared 3-minute VLOG where you are visible on screen throughout.*
- *Speak confidently, clearly, and at an appropriate pace.*
- *Use Microsoft Stream correctly and provide an accessible link.*

Your appendices will also show practical skills in collecting evidence of your learning (e.g. completed CRAAP test, presentation slides, reflective tasks). These demonstrate your ability to apply the module's concepts and tools in real situations.

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		
	5	
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		
	25	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		

and are for guidance only until they are confirmed.)	Over 1 week late (0%)		
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GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (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
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Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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

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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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