



INTERNAL ASSESSMENT APPROVAL FORM (INCLUDING COLLABORATIVE PROVISION)

This form is used to ensure that assessment specifications have been through an internal review process prior to external examination/approval and release to students. It should be completed for each assessment for a particular module. The assessment tasks, criteria and marking scheme should accompany this form.

PARTNER (and taught location if relevant):	Coleg Sir Gar				
EXTERNAL EXAMINER NAME:	To Be Confirmed				
ASSESSMENT AUTHOR :	John Williams				
MODULE TITLE:	Professional Practice for Engineers				
MODULE CODE:	SGDM4006	MODULE LEVEL:		4	
COMPONENT NO. (e.g. 1 of 2):	1	COMPONENT WEIGHTING (e.g. 50% of the module):		100%	
ASSESSMENT PERIOD	☐ Semester 1	☐ Semester 1 Re-sit	☐ Semester 2	☐ Semester 2 Re-sit	Other, please state
TYPE OF ASSESSMENT:	☒ Coursework		☐ Examination		☐ Practical
LANGUAGE OF ASSESSMENT:	English		TRANSLATION REQUIRED (Y/N):		N
FOR EXAMINATIONS ONLY. SPECIFY BELOW ANY ADDITIONAL MATERIAL(S) TO BE USED IN THE EXAMINATION					
This box will expand as you type					

INTERNAL MODERATOR PLEASE TICK TO INDICATE THAT THE ASSESSMENT INCLUDES:		Please ✓ YES NO		Comments
1	Tasks that are specified clearly, accurately and comprehensibly, with appropriate use of language and neat presentation	/		
2	Tasks which enable the module learning outcomes to be demonstrated (as per the module syllabus)	/		
3	Tasks which conform to the assessment described in the module syllabus	/		
4	Tasks which are written at the appropriate level of the Framework for Higher Education Qualifications (see http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14).	/		
5	Clear criteria for assessment and guidance about how marking/grading will be applied	/		
6	Guidance about expected evidence for submission, e.g. essay or report, word count, bibliography and references	/		
7	Reference to good academic conduct, for example referencing, plagiarism and Turnitin	/		
8	Actions to complete NONE			
This box will expand as you type				

SIGNATURE OF APPROVAL:	SIGNATURE	DATE
INTERNAL MODERATOR: I confirm that this version of the assessment specification is ready to be sent to the Partnership Team Leader		2-10-19

ONLY TO BE COMPLETED IF THE ASSESSMENT IS LINKED TO A COLLABORATIVE PARTNER

PARTNERSHIP TEAM LEADER PLEASE TICK TO INDICATE THAT THE ASSESSMENT INCLUDES:		Please ✓		Comments
		YES	NO	
1	Tasks that are specified clearly, accurately and comprehensibly, with appropriate use of language and neat presentation			
2	Tasks which enable the module learning outcomes to be demonstrated (as per the module syllabus)			
3	Tasks which conform to the assessment described in the module syllabus			
4	Tasks which are written at the appropriate level of the Framework for Higher Education Qualifications (see http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14).			
5	Clear criteria for assessment and guidance about how marking/grading will be applied			
6	Guidance about expected evidence for submission, e.g. essay or report, word count, bibliography and references			
7	Reference to good academic conduct, for example referencing, plagiarism and Turnitin			
8	Actions to complete <i>This box will expand as you type</i>			

SIGNATURE OF APPROVAL:	SIGNATURE	DATE
PTL: I confirm that this version of the assessment specification is ready to be sent to the External Examiner		

UWTSD PROVISION: please submit the completed document to the appropriate Programme Director.

COLLABORATIVE PROVISION: please submit the completed document (or make available electronically) to the Partnership Team Leader. This must be in accord with specific arrangements for sharing electronic documents (e.g. via SharePoint or similar).

The assessment tasks, criteria and marking scheme should accompany this form

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	HNC Mechanical Engineering		
Module:	Professional Practice for Engineers		
Module code:	SGDM4006	Contribution to Overall Module Assessment (%):	100%
Lecturer:	J. Williams	Internal Verifier:	C. Davies
Assignment Title:	Personal Skills Portfolio	Word count (or equivalent):	2500 ± 10%
Submission deadline:	28/04/20	Return date of provisional marks & written feedback:	08/05/20
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)

Be aware of their individual skills profile and have identified areas for on-going personal and key skills development.

Produce information using a range of methods and apply analysis methods to collected data.

Scenario

You have recently been employed in a new manufacturing company and Human Resources has requested all employees, currently on their probationary period, to produce a portfolio of evidence and a report, demonstrating their professional skills and development, enabling them to assess your potential for future appraisal and assignment within the organisation.

Element 1 (30%)

Produce a report and provide evidence of the following:

1. Complete the SWOT Analysis, Skills Audit and Learning Style Questionnaire (on Moodle) to identify your strengths and weaknesses and to link the results to your Essential Skills Assessments or equivalent WEST Assessment and to your preferred learning style. Explain how you have utilised your skills, knowledge and abilities to achieve specific tasks, both academically and in a vocational environment, providing examples where applicable.
2. Develop an action plan and explain the skills and abilities that you need to improve in the short term.

Maximum Word Count: 750 Words

Element 1 submittal date: 3rd December 2019

Element 2 (30%)

You are required to demonstrate your ability to communicate information effectively in groups, using different methods and to produce a critical report analysing and evaluating the methods used.

Tasks:

1. You are required to work as a team, to generate an informative poster (using relevant software) based on an agreed engineering subject, for publication on a company notification board. Each member of the team must participate in the production and the presentation of the poster and will be marked on their individual contribution to the development and presentation of the information. The engineering subjects must be agreed with lecturer during the module sessions. The poster must contain the following as a minimum:

- A0 template size,
- Title with a 'hook' or 'buzz-line',
- Formatted text and font size relevant to text area,
- Image(s), text boxes, border(s), formatted background.

Peer teams and delivery date(s) to be confirmed by lecturer. Each team will have a maximum of 10 minutes to discuss their poster and this will be strictly adhered to and non-attendance at the presentation of the poster will result in a zero mark for the criteria.

2. Submit a report analysing and evaluating the team roles assigned, the communication process and methods necessary to produce an effective poster.

Maximum Word Count: 750 Words

Element 2 submittal date: 28th January 2020

Element 3 (40%)

Tasks:

1. Produce a report to evaluate your personal and professional development and the achievement of objectives linked to your future plans. Consider the following:
 - ICT tasks linking module topics.
 - Which skills have you most/least developed during the year and why?
 - How has coursework enhanced your knowledge?
 - How do you use your knowledge and skills outside of college?
 - How has developing your skills enabled you to identify future aspirations?
2. Produce a 'SMART' action plan detailing your intended aspirations for the short, medium and long term.

Maximum Word Count: 1000 Words

Element 1 submittal date: 28th April 2020

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:

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:

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:

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:

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:

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		
	10	
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		
	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)

Late Submission Penalties (tick if appropriate)

Up to 1 week late (40% Max)

Over 1 week late (0%)

%

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	Category	FAIL 0-29%	MARGINAL FAIL 30-39%	SATISFACTORY (3 rd / Pass) 40-49%	GOOD (2.2 / Pass) 50-59%	VERY GOOD (2.1 / Merit) 60-69%	EXCELLENT (1 st / Distinction) 70-84%	EXCEPTIONAL (1 st / Distinction) 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 principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles

	Substantial inaccuracies.							
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 support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / misinterpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.	
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.	

Transferable 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 exercise of some personal responsibility.	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 of minor weakness.	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 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.
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