



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

LEVEL/ LEFEL : 4

MODULE CODE/ COD Y MODIWL: ACCC4000
ACADEMIC AND EMPLOYABILITY SKILLS

ASSESSMENT TYPE/ MATH O ASESU: ASSIGNMENT

ASSESSMENT/COMPONENT/ ASESAD/CYDRAN: ASSESSMENT 1

COMPONENT WEIGHTING/ PWYSAU'R CYDRAN: 100 %

WORD COUNT/ NIFER Y GEIRIAU: 2500 – 3000 WORDS

SUBMISSION DETAILS/ MANYLION CYFLWYNO:

- All files of the website and the database should be zipped and submitted electronically to Moodle.



BACHELORS DEGREE ASSIGNMENT SPECIFICATION (SOAC)

Programme:	BSc Cloud Computing		
Assignment Title:	Academic & Employability Skills		
Hand Out Date:	2 nd Week of Term	Submission deadline:	Please refer to the assessments schedule published on Students' Hall in Moodle and the Assessment Board on campus

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).
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Late submission will result in a late penalty mark, as follows:

Up to one week late, maximum mark of 40% for first attempts and 0% for resubmissions. No work will be accepted more than one week after the submission deadline
(Academic Quality Handbook 2016/17 7.5 (5))

AIM(S)

- To provide students with the essential knowledge and techniques that underpin and enhance the learning process. Students will be encouraged to develop a positive and reflective approach to learning, and to take responsibility for their own learning. Such skills promote a deeper understanding of the topics studied throughout the Higher education programme; they support sustainable lifelong learning, and are the transferable skills desired in the employment context.

LEARNING OUTCOMES

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

1. Demonstrate transferable skills in a learning environment.
2. Apply an academic, positive and professional approach to their studies.

INDICATIVE CONTENT

- Defining success, personal inspiration motivation goals and values.
- Understanding the learning process e.g. definitions, the learning process, learning styles, self-belief, confidence and positive engagement, reflection, life-long learning.
- Gathering relevant information e.g. note taking, using the library and online resources.
- Communicating and presenting information e.g. presentation techniques and styles.
- Academic and Professional writing e.g. planning and structuring reports, linking ideas, using facts, opinions, analytical thinking.
- Standard referencing systems e.g. Harvard and Numeric system.
- Revision and examination techniques e.g. preparation, organisation, memory aids.

- Identifying skills e.g. self-evaluation, skills needed for higher education, transferable skills, action plans for personal development.
- Employability skills and competencies, professional presentation and self-promotion, e-Portfolio, choosing the right jobs and employers.
- Successful Self-management e.g. time management, organising space and resources, positive attitude, emotional intelligence, managing change, stress management.
- Successful Problem-solving e.g. action-plans, solution-focused thinking, thinking outside the box, creative problem-solving techniques.
- People skills: evaluating people skills, intelligence types, collaboration and team-working, leadership.
- Professional, legal, ethical and sustainability issues related to Higher Education, Employment, and Professional Practice.

LEARNING AND TEACHING STRATEGY

The majority of factual material will be presented in lectures using handouts, guided reading and use of internet and intranet material as required. Tutorial classes will concentrate on the technical design.

Learning Outcomes tested (from module syllabus)	Assessment Criteria To achieve each outcome a student must demonstrate the ability to:
1. Demonstrate transferable skills in a learning environment. 2. Apply an academic, positive and professional approach to their studies.	Produce a written reflection upon the application of the academic and professional skills learned.

ASSESSMENT

Coursework -100%

ASSESSMENT - TASK DESCRIPTION

Report format:

You are required to produce a correctly formatted report of approximately 2500 – 3500 words in length where you will produce a written reflection and evidence on the application of the academic and professional skills learned during the course of the AES module. The report should include **all** of the 6 sections detailed.

Remember that an acceptable report format contains as a minimum, a Title Page, Table of Contents, Page Numbers, Numbered Sections and Headings. The layout should also try to conform where possible to the guidance given in the AES module during the course of study.

It is essential that you demonstrate background research activities, knowledge gained, and exercises undertaken. The report should refer to sources of information that have contributed and enhanced your knowledge and understanding (e.g. online sources, books, journals, articles). The report must include a list of references / bibliography, following the Numeric Referencing System.

Section 1:

- Provide a brief personal overview of yourself.
- Include 4 screenshots from your initial PowerPoint presentation that introduced yourself.

- List the key points that you learnt when trying to produce and deliver a successful PowerPoint presentation

Section 2: Skills Evaluation

- Identify and explain the skills required for successful (1) HE learning (2) Employability.
- Conduct a Self-Evaluation exercise to discover your strengths and weaknesses, personality type, suitable career suggestions etc.

(Blank/Example Self-Assessments information can be found on Moodle but you should also perform your own independent research to obtain alternative methods of evaluation such as on line web based tests).

Compare and contrast the results of this formalised self-evaluation to your own initial description of yourself given in your initial PowerPoint presentation. How do the results compare? What have you learned from this exercise?

Section 3: Action Plans

- ⑦ List both your short term and long term goals
- ⑦ Create an Action Plan for the Academic and Personal/Professional Skills you need to attain or improve. Refer to section 2 (self-evaluation).

Section 4: Application

- **Looking after your data**
 - Describe the backup strategy you created that obeys the “in 3 different places” rule discussed in class. Explain how it provides a robust level of data protection for any work you are likely to produce during your time in University, as well as any other important data you would not wish to lose
 - List ALL the possible disaster scenarios you can think of (keep it sensible and realistic though!). Think about what each of these would do to your system and its data, and thus explain how your backup strategy would cope, and what would need to be done to restore things back to a normal working environment, pre-disaster. Evaluate the effectiveness of your chosen strategy when confronted with these disaster scenarios.
 - In this section, briefly refer to your own class based exercise on the cryptowall virus as an example of a serious threat to your data (i.e. reference your own prior work). Include the whole of your cryptowall report as an appendix at the rear of this assignment. (Remember that anything in an appendix does not add to the overall word count of your assignment)
- **Time management and organisation:**
 - Provide a synopsis of the key points presented in the Time management lectures and video tutorials as well as any additional resources you have researched in your own student centred study time.
 - Describe what steps you have taken, or intend to take, to enhance your own productivity and/or reduce your stress levels.

Section 5: Conclusion & Evaluation:

- Provide screenshots as evidence of your completed e-Portfolio/PDP implementation with a brief written explanation of its content and structure (use the snipping tool as demonstrated in class!) . You should also include your optional LinkedIn profile (or similar) if you have created it.
- Summarize and document your conclusions / key-findings during the study of the various topic areas in the AES module.
- Recommend areas of interest for further study and consideration.

Section 6: Appendices:

- Include any additional screenshots of completed Skills Evaluation questionnaires, surveys, Cryptowall exercise etc...

Report format (helpful advice):

A report must convey an impression of professionalism in terms of presentation, layout and grammar. The following points outline some basic report writing considerations:

IMPORTANT Avoiding Plagiarism:

It's essential in the main body of your submission to give credit to authors on whose research your work is based.

At this level of education it is ESSENTIAL you demonstrate your research activities. A good submission will cite at least 10 sources including several books published within the last 3 years and a variety of up-to-date articles and journals. Example sources:

Articles: www.google.com

Books: apollo.smu.ac.uk/library & books.google.com

Journals: apollo.smu.ac.uk/library & scholar.google.com

References & Bibliography:

Append to your submission both a 'References' & 'Bibliography' section. The 'References' list should contain only those sources that are directly referred to in the main body of the report whilst the 'Bibliography' list is broader and includes works that the you have reviewed and that the reader may wish to refer to for further information.

References: Include references within your report and append to your submission a 'References' **list** that specifies the books, web sites, journals etc. that you have quoted in your report using a standard referencing method e.g.

🔍 Book example:

Main body: Schwartz [4] states that "information is the life blood of an organisation".

References: [4] Schwartz, E I (1997) Webonomics, London: Penguin Books Ltd.

🔍 Web example:

Main body: Williams [6] argues that "web standards provide both interoperability"

References: [6] Williams, J (2008) <http://www.internet.com/clientside/review.html>

Bibliography: Append to your submission a 'Bibliography' section that indicates the books, web sites, journals etc. that you have reviewed and contributed to your understanding of the topic.

- **Title page:** Including author name and affiliation (relationship with project – course/stream being studied).
- **Sections:** Ensure a TOC 'Table of contents' page is provided at the beginning of the report listing all report sections.
- **Numbering:** Each report section including main headings and sub-headings should be numbered throughout as detailed in the notes on moodle.
- **Consistency:** A document is consistent if, for example, it always uses the same type style including face and size for document objects such as headings, sub-headings, references and content text and all lines should have the same spacing etc. Try to use the Word styles as described in the tutorials linked to on the AES moodle page.
- **Grammar:** Technical documents use 'passive voice' expressions, for example your report should avoid using the word 'I' as much as possible. Correct spelling & grammar. Word processed, strict word limit.
- **Submission:** Please submit the assignment in a report folder or simply stapled in one corner – not in poly-pockets. The assignment brief should be the front page of your submission.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

You will be assessed against the five common assessment criteria as follows:

1. Research-informed Literature (20%)

Marks will be awarded based on the extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.

Your research sources should extend beyond simply using the links provided in the AES moodle content. Make sure you use the numeric referencing system.

2. Knowledge and Understanding of Subject (20%)

Marks will be allocated based on the demonstration and extent of knowledge and understanding of concepts and underlying principles associated with Academic Personal & Professional Development.

3. Analysis (20%)

Marks will be awarded for Analysis, evaluation and synthesis of key-findings. You should not merely present data and findings, you should be able to use this to extract relevant aspects that are specific to the task at hand, your own personal situation and strengths etc.

4. Practical Application and Deployment (20%)

Marks will be awarded based on the deployment of relevant methods, tools and techniques, application of concepts and creative solutions to solve problems. How have you implemented/customised your PDP? How did you evaluate your strengths/weaknesses? What methods are you intending to deploy to enhance your productivity, organisation, stress management etc.

5. Skills for Professional Practice (20%)

Skills for Professional Practice will be assessed based on the written and presentational quality of the report. Style, structure, grammar, spelling etc. Make sure it conforms to the layout conventions previously discussed in class.

MARKING CRITERIA

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Marks available
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.	20
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	20
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	20
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.	20
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.	20

COMMON ASSESSMENT AND MARKING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research-informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions/recommendations	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions

4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence.	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

BIBLIOGRAPHY

Essential

Cottrell, S. (2010) 2nd edition, *Skills for Success: Personal Development and Employability*, Palgrave Macmillan.

Cottrell, S., (2013) 4th edition, *The Study Skills Handbook*, Palgrave Macmillan.

Smale, B. and Fowlie, J. (2009) *How to Succeed at University: An Essential Guide to Academic Skills and Personal Development*, Sage Publications Ltd.

Background

Cottrell, S., (2011) 2nd edition *Critical Thinking Skills: Developing Effective Analysis and Argument*, Palgrave Macmillan.

Duquenoy, P. (2007) 1st edition, *Ethical, Legal and Professional Issues in Computing*, Thomson Learning.

Emden, J. and Becker, L. (2010) 2nd edition, *Presentation Skills for Students*, Palgrave Macmillan.

Pears, R. and Shields, G. (2010) 8th edition
Cite Them Right: The Essential Referencing Guide, Palgrave Macmillan.

Pedler, M., Burgoyne, J., Boydell, T. (2006) 5th edition, *A Manager's Guide to Self Development* McGraw-Hill Professional.

Trought, F. (2011) 1st edition, *Brilliant Employability Skills: How to Stand Out from the Crowd in the Graduate Job Market*, Prentice Hall.

Journals

International Journal for Academic Development.

Journal of the International Consortium for Educational Development.

International Journal of Training and Development.

Websites

<http://www.skills4study.com>

<http://www.palgrave.com/skills4study>

<http://www.cipd.co.uk>

<http://www.ltscotland.org.uk/studyskills>

<http://www.bized.co.uk/reference/studyskills/index.htm>

<http://www.how-to-study.com>