Skip to Main Content

Leighton Coughlin

by Leighton Coughlin

FILE	12189_LEIGHTON_COUGHLIN_LEIGHTON_COUGHLIN_222313_1902909653.DOC (107.5K)		
TIME SUBMITTED	20-NOV-2019 03:32PM (UTC+0000)	WORD COUNT	612
SUBMISSION ID	113908190	CHARACTER COUNT	3493

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

RESULT: 74%

HND/HNC ASSIGNMENT SPECIFICATION

Student name:	Leighton Coughlin	**Student P number:**	
Programme:	HND/BSc Motorsport/Automotive Engineering	**School:**	Engineering
Module:	Industrial Placement	**Module Level (4 or 5):**	5
Module code:	M5X02199	**Contribution to Overall Module Assessment (%):**	10%
Lecturer:	Abi Summerfield	**Internal Verifier:**	Mark Sandford
Assignment Title:	Presentation	**Assignment No (x of x):**	1 of 1
Hand Out Date:	April 2019	**Submission deadline:**	Monday 11th Nov 19

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, title of book, edition, publisher: place of publication).		
Disclosure:	I declare that this assignment is all my own work and that I have acknowledged all materials used from the published or unpublished works of other people. All references have been duly cited.		
Student's Signature:	*Assignments will not be accepted without a signature here*	**Date:**	
Turnitin: Lecturer to tick to indicate if an electronic version of the assignment must be submitted to Turnitin. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Both electronic and paper versions MUST be submitted by the same deadline. No grades will be released until both submissions are received. **Late submission of either the electronic or paper version will result in a late penalty grade.** Penalties for late submission: Up to one week late, maximum grade of a PASS. Over one week late, Refer. Only Year Tutors and the Programme Director may grant an extension.		**YES**	
		NO	

Learning Outcomes tested (from module syllabus)	**Assessment Criteria To achieve each outcome a student must demonstrate the ability to:**
• Undertake a 6 week placement	• Attendance confirmed through staff visit
• Study organisational and management techniques	• Written report
• Complete a verbal communication Exercise	• Make a presentation to Year 1 students

- **Please submit the assignment report and diary through Turnitin.**
- **DO NOT put this form into Turnitin as it will match many similarities with other students' submissions.**

GRADING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your grade. The weightings 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	Percentage weighting	Grade awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	0	0
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
Explained the processes well.	30	22.5
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
Lovely reflection on the effect the placement has had on your career was nice.	20	17
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
Despite being based in 1 department you did a nice range of activities.	30	21
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
Chatted nicely.	20	13

***Assignment Result (**Assessment grades are subject to ratification at the Exam Board. These comments and grades are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**		
	Up to one-week late		**74**
	Over one week late		

Leighton Coughlin

GRADEMARK REPORT

FINAL GRADE

/100

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

LITERATURE 0 / 0

Engagement with literature (including reading, referencing, academic conventions and academic honesty)

FAIL 0-29% (0)	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.
UNSATISFACTORY 30-39% (0)	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.
SATISFACTORY 40-49% (0)	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.
GOOD 50-59% (0)	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.
VERY GOOD 60-69% (0)	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.
EXCELLENT 70-79% (0)	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.
EXCEPTIONAL 80-100% (0)	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

K & U 0 / 0

Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)

FAIL 0-29% (0)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.
UNSATISFACTORY 30-39% (0)	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.
SATISFACTORY 40-49% (0)	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.
GOOD 50-59% (0)	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.
VERY GOOD 60-69% (0)	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.
EXCELLENT 70-79%	Excellent knowledge and understanding of the basic underlying concepts and principles of

(0)	the subject.
EXCEPTIONAL 80-100% (0)	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles.

COGNITIVE 0 / 0

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.)

FAIL 0-29% (0)	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.
UNSATISFACTORY 30-39% (0)	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.
SATISFACTORY 40-49% (0)	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 50-59% (0)	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.
VERY GOOD 60-69% (0)	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 70-79% (0)	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 80-100% (0)	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 0 / 0

Practical skills (Different approaches to solving problems in particular contexts.)

FAIL 0-29% (0)	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.
UNSATISFACTORY 30-39% (0)	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.
SATISFACTORY 40-49% (0)	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 there may be errors.
GOOD 50-59% (0)	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.
VERY GOOD 60-69% (0)	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.
EXCELLENT 70-79% (0)	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 80-100% (0)	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.

SKILLS PROF P 0 / 0

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.)

FAIL 0-29% (0)	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.
UNSATISFACTORY 30-39% (0)	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.
SATISFACTORY 40-49% (0)	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.
GOOD 50-59% (0)	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.
VERY GOOD 60-69% (0)	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.
EXCELLENT 70-79% (0)	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.
EXCEPTIONAL 80-100% (0)	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.