|  |  |  |  |
| --- | --- | --- | --- |
| **Module code and title:** | Orientation for Success in Higher Education. | **Module leader:** | Arun Chalise |
| **Assignment No. and type:** | Assignment 2: E-Portfolio 1500 words +/- 10% | **Assessment weighting:** | 50% |
| **Submission time and date:** | Before **14:00 pm on 22nd April, 2022.**  | **Target feedback time and date:**  | 3 weeks from the date of final submission  |

|  |
| --- |
| **Assignment task** |
| This assignment task requires you to demonstrate an understanding of what you have learnt from the module in relation to the cultural and behavioural expectations of studying for a degree in business management and the importance of peer-to-peer support and team working to enhance learning experience. The task also requires a demonstration of how this learning will impact further studies and your future career, and how you will practise and apply what you have learnt, in addition to a personal audit presented as a SWOT analysis.**Use the E-Portfolio assignment guide and template provided together with this assignment brief.** (***Do not attempt the assignment without the assignment guide).*** |
|  |
| **This assignment has been designed to provide you with an opportunity to demonstrate your achievement of the following module learning outcomes:** |
| LO 3 | Demonstrate an understanding of the cultural and behavioural expectations of studying for a degree in accounting and finance; |
| LO 4 | Explain the importance of peer-to-peer support and team working to enhance learning experience. |
|  |
| **Task requirements** |
| **OVERVIEW**E-Portfolio evidence used for CPD Plan **1500 words +/- 10%.***A portfolio of documents that demonstrate personal learning in the accounting & finance discipline from the cultural and behavioural aspects and how the learning can be enhanced through peer to peer support and team working .* ***You are advised to use the template provided below.*****DESCRIPTION OF THE TASK – WHAT YOU ARE BEING ASKED TO DO***E-Portfolio - 1500 words +/- 10%*You are required to produce an E-portfolio of **Five** documents (word format) which will demonstrate your learning from the module in relation to:1. The cultural and behavioural expectations of studying for a degree in accounting and finance.
2. The importance of peer-to-peer support and team working to enhance learning experience.
3. How this learning (in i and ii) will impact further studies and your future career.
4. How you will practise and apply what you have learnt; and
5. A personal audit presented as a SWOT analysis

 Each of the five documents should be 300 words (approx.)**You must reference all information used in the report, using the Harvard Referencing Guide.** **See attached grid for grade descriptors.****Notes:**1. The task requirement is an **e-portfolio** of documents, not an essay, report or reflective journal. As such, it can be written in the first and third person. Please ensure therefore that you use the appropriate e-portfolio template provided below.
2. Where you have used any sources, please ensure that the correct Canterbury Harvard Referencing conventions\* are followed.

3. Include your student ID number, module name, tutor name, academic year/group bubble in your cover page which should be the first page of your essay **\*Please refer to the Canterbury Harvard Referencing Guide.**  |
|  |
| **Referencing and research requirements** |
| Please reference your work according to the Harvard style; you can access guidance on this here: <https://libguides.cccu.ac.uk/academic/referencing/Harvard> |
|  |
| **How your work will be assessed** |
| Your work will be assessed on the extent to which it demonstrates your achievement of the stated learning outcomes for this assignment (see above) and against other key criteria, as defined in the University’s institutional grading descriptors. If it is appropriate to the format of your assignment and your subject area, a proportion of your marks will also depend upon your use of academic referencing conventions.This assignment will be marked according to the grading descriptors for Level 0. |
|  |
| **Submission details** |
| This assignment should be submitted electronically via Moodle (module tutors will discuss this process with you during class time). * Please ensure that your work has been saved in an appropriate file format (Microsoft Word, Excel or PowerPoint, or PDF are the most widely used; Google Docs is also accepted). Your file must also contain at least 20 words of text, consist of fewer than 400 pages and be less than 40MB in size.
* You can submit your work as many times as you like before the submission date. If you do submit your work more than once, your earlier submission will be replaced by the most recent version.
* Once you have submitted your work, you will receive a digital receipt as proof of submission, which will be sent to your forwarded e-mail address (provided you have set this up). Please keep this receipt for future reference, along with the original electronic copy of your assignment
* You are reminded of the University’s regulations on academic misconduct, which can be viewed on the University website: <https://www.uos.cccu.uk/sites/default/files/Academic-Misconduct-Policy.pdf>. In submitting your assignment, you are acknowledging that you have read and understood these regulations.
 |
|  |
| **Submission date and time** |
| This assignment should be submitted before **14:00 on Friday, 22/04/2022.**You should submit all work for summative assessments by the above deadline. Work submitted up to three working days after the deadline will be accepted and marked, but the mark will be capped at the pass mark (40%) unless there is a valid reason for the late submission (i.e., having been granted an extension to the deadline or a deferral under the terms of the Extenuating Circumstances Policy).Work submitted more than three working days after the deadline without a valid reason will not be accepted and will be recorded as 0% RN (refer, no work submitted). For more information please refer to: <http://studenthandbook.cccu.ac.uk/index.php/student-guides/assessment-the-basics-undergraduate>Feedback and marks for this assignment will be available in three weeks from the deadline. |

**E-PORTFOLIO TEMPLATE**

Cover Page.

[Student ID number, module name, tutor name, academic year/group]

|  |
| --- |
| **E-Portfolio-CPD PLAN/SWOT Analysis.** |
| **Area of Learning** | **Reflection of Learning** | **Future Implications** | **Implementation** |
| *(Identify topics of learning from this module)* | *(Detail what you have learnt about the topic)*This refers to your own learning as an individual. It is different from what was taught so avoid presenting a write up as you would in an essay! | *(Identify how learning will assist in future studies and career)* | *(Identify how you will practise and apply what you have learnt)* |
| **Cultural and behavioural expectations of studying for a degree in Accounting and Financial Management** | 300 words  | 150 words  | 150 words |
| **The importance of peer-to-peer support and team working to enhance learning experience** | 300 words | 150 words | 150 words |
| **SWOT Analysis** |
| **S****Student’s personal strengths in relation to learning** | **W** **Student’s personal weaknesses in relation to learning.** | **O****Identified opportunities on gaining skills and degree**  | **T****Threats envisaged in relation to student’s attainment of opportunities**  |
| **Strength.** (75 words**)** | **Weaknesses.** (75 words) | **Opportunity (**75 words**)** | **Threats (75 words).** |
|  |  |  |  |

***References:***

***Instruction to students:***

* Prior to final submission please *delete the red highlighted* *instructions*
* from the table.
* Use as many additional pages as needed.
* E-portfolio is worth 50% of overall mark.
* Please include References and Citations as appropriate.

|  |
| --- |
| Provision at Level 0 (often forming part of a Foundation Year course) is designed to prepare students for higher education. At the end of Level 3, students will be expected to demonstrate the acquisition of foundation level skills, knowledge and understanding necessary to embark on a higher education programme of study at Level 4. In accordance with the national Qualifications and Credit Framework (QCF), this includes the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.**A pass mark (40% or above) demonstrates achievement of all learning outcomes associated with the module assessment** |
|  | **Assessment category** |
| **Introductory knowledge and understanding of the basic underlying concepts and principles of the subject(s)** | **Cognitive and intellectual skills**  | **Reading and referencing** | **Presentation, style and structure**Work that significantly exceeds the specified word limit may be penalized |
| **Pass Mark** | **90%-100%** | Excellent work showing flawless understanding of the basic underlying concepts and principles of the subject(s), resulting in students being fully prepared for study at Level 4. | Insightful and accurate interpretation and evaluation of information and ideas, based on an excellent application of the most appropriate skills, methods and procedures. Work shows full awareness of the nature of the area of study and different perspectives or approaches within it | Insightful and effective use of a carefully selected range of relevant reading. Consistently accurate application of referencing. | Exemplary presentation of work that is fluent and flawless throughout.  |
| **80%-89%** | High quality work showing fluent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being fully prepared for study at Level 4. | Excellent interpretation and evaluation of information and ideas, employing highly appropriate skills, methods and procedures. Work shows strong awareness of the nature of the area of study and different perspectives or approaches within it | Consistent and balanced engagement with a refined selection of many types of relevant reading. Consistently accurate application of referencing. | Highly effective presentation of work that is coherently structured and clearly expressed throughout.  |
| **70% – 79%** | Commendable work showing detailed understanding of the basic underlying concepts and principles of the subject(s), resulting in students being highly prepared for study at Level 4. | Effective interpretation and evaluation of information and ideas, showing effective use of appropriate skills, methods and procedures. Work shows well established awareness of the nature of the area of study and different perspectives or approaches within it. | Consistent engagement with a wide range of relevant reading. Consistently accurate application of referencing. | Well-formed presentation of work that is coherently structured and clearly expressed throughout.  |
| **60% – 69%** | Work of solid quality showing competent and consistent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being well prepared for study at Level 4. | Good interpretation and evaluation of information and ideas, using appropriate skills, methods and procedures. Work shows sound awareness of the nature of the area of study and different perspectives or approaches within it.  | Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies.  | Competent presentation of work in terms of structure and clarity of expression.  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **60% – 69%** | Work of solid quality showing competent and consistent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being well prepared for study at Level 4. | Good interpretation and evaluation of information and ideas, using appropriate skills, methods and procedures. Work shows sound awareness of the nature of the area of study and different perspectives or approaches within it.  | Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies.  | Competent presentation of work in terms of structure and clarity of expression.  |
|  | **60% – 69%** | Work of solid quality showing competent and consistent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being well prepared for study at Level 4. | Good interpretation and evaluation of information and ideas, using appropriate skills, methods and procedures. Work shows sound awareness of the nature of the area of study and different perspectives or approaches within it.  | Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies.  | Competent presentation of work in terms of structure and clarity of expression.  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **60% – 69%** | Work of solid quality showing competent and consistent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being well prepared for study at Level 4. | Good interpretation and evaluation of information and ideas, using appropriate skills, methods and procedures. Work shows sound awareness of the nature of the area of study and different perspectives or approaches within it.  | Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies.  | Competent presentation of work in terms of structure and clarity of expression.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Introductory knowledge**  | **Cognitive and intellectual skills**  | **Reading and referencing** | **Presentation, style and structure** |
| **Pass mark** | **50% – 59%** | Adequate work showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being prepared for study at Level 4, but lacking depth and breadth. | Adequate interpretation and evaluation of information and ideas, largely using appropriate skills, methods and procedures. Work shows awareness of the nature of the area of study and an emerging awareness of different perspectives or approaches within it. | Engagement with an appropriate range of reading beyond essential texts. Referencing may show minor inaccuracies or inconsistencies.  | Work is structured in a largely coherent manner and is for the most part clearly expressed.  |
| **40% – 49%** | Simple factual approach showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being largely prepared for study at Level 4. Narrow or misguided selection of material, with elements missing or inaccurate. | A limited interpretation and evaluation of information and ideas, showing emerging awareness of the nature of the area of study and different perspectives or approaches within it, although not always logical or coherent and with inaccuracies.  | Evidence of reading, largely confined to essential texts, but mainly reliant on taught elements. Referencing may show inaccuracies and/or inconsistencies. | Ordered presentation in which relevant ideas / concepts are reasonably expressed. |
| **Marginal fail** | **35% – 39%** | Work shows limited but fragmentary understanding of the basic underlying concepts and principles of the subject(s), for example through inaccuracies, inclusion of irrelevant material and/or absence of appropriate information. | Weak and at times flawed interpretation and evaluation of information and ideas, resulting in largely descriptive work that shows lack of awareness of the nature of the area of study and different perspectives or approaches within it. | Poor engagement with essential texts and no evidence of wider reading. Heavily reliant on taught elements. Inconsistent and weak use of referencing. | Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed.  |
| **Fail** | **20% – 34%** | Unsatisfactory work showing weak and flawed understanding of the basic underlying concepts and principles of the subject(s), for example through serious inaccuracies, inclusion of a significant amount of irrelevant material and/or absence of appropriate information. | Very weak interpretation and evaluation of information and ideas, resulting in descriptive work that is often illogical, invalid or irrelevant. Little awareness of the nature of the area of study and no appreciation of different perspectives or approaches within it. | Limited evidence of reading and/or reliance on inappropriate sources. Limited engagement with taught elements. Very poor use of referencing.  | Work is poorly presented in a disjointed and incoherent manner. Information and ideas are very poorly expressed, with weak English and/or inappropriate style. |
| **< 20%** | Highly unsatisfactory work showing major gaps in understanding of the basic underlying concepts and principles of the subject(s). Inclusion of largely irrelevant material, absence of appropriate information and significant inaccuracies. | Work is largely irrelevant or inaccurate, characterised by descriptive text and unsubstantiated generalisations. Minimal or no use of evidence to back up views, showing complete lack of awareness of the nature of the area of study and different perspectives or approaches within it. | No evidence of reading or engagement with taught elements. Absent or incoherent referencing.  | Work is extremely disorganised, with much of the content confusingly expressed. Very poor English and/or very inappropriate style. |