Assessment Brief

Week 3 – CMP424

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This week’s submissions consist of 20% of your overall module’s grade.

# Patch 3a: Project Plan

## Assessment (5%)

Deadline: Wednesday 9th October, midday.

Students are to identify the gaps in their knowledge to address, or areas for improvement if there are none. **Plan** a personal project that could be done in their spare time within the next year. It should allow student to build on their skills. Students will **explain** why they choose it (emergent technology, deepen expertise, widen knowledgebase). This should be in the form of a **short slide deck** (no more than ten slides) include system architecture, software used, plans for dissemination.

Submit a single .ppt or .pptx to MLS.

## Rubric:

|  |  |
| --- | --- |
| **Criteria** | **Grade** |
| A presentation of a project plan describing a personal project that could be undertaken. Includes information on architecture, software and plan for sharing. | **A+**  (Binary grade, if there is a submission, you will receive full marks) |
| No submission / architecture, software or plans for sharing are omitted. | **F** |

Learning Outcome: 1, 3

# Patch 3b: Prepare Interview Questions

## Assessment (15%)

Deadline: Wednesday 16th October, midday.

**Write a series of interview questions** for one of the example jobs given in week 1. There should be 6-10 questions, with examples of *excellent* answers to each and prompts to guide interviewees to demonstrate the desired knowledge. A template has been provided for this. Questions must not duplicate what was given in the class activity.

## Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | A+/A | B+/B | C+/C | D+/D | MF/F |
| Quality of questions and key skills (30%) | |  |  | | --- | --- | | |  | | --- | | Questions are well-structured and thought-provoking. They are clear and encourage detailed, insightful responses that reflect real-world scenarios and challenges, allowing candidates to demonstrate their capabilities fully. | | | |  |  |  | | --- | --- | --- | | |  | | --- | | Questions are clear, with good structure, covering key technical and soft skills; allow for thoughtful responses but may not explore the full depth of skills. |  |  | | --- | |  | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | |  | | --- | | Questions are basic, covering the essentials but lacking complexity or depth; some questions may be too simple or predictable. |  |  | | --- | |  | |  |  | | --- | |  | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | |  | | --- | | Questions are overly simplistic or poorly constructed; lack depth, structure, and challenge, with minimal opportunity for detailed answers. |  |  | | --- | |  | |  |  | | --- | |  | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | |  | | --- | | Questions are confusing, unclear, or irrelevant; fail to assess meaningful skills and do not allow for in-depth responses. |  |  | | --- | |  | |  |  | | --- | |  | | |
| Example answers (30%) | |  | | --- | | Example answers are detailed, specific, and clearly demonstrate strong knowledge, job competencies, and problem-solving skills; they set a high standard of excellence. |  |  | | --- | |  | | |  | | --- | | Example answers are relevant and detailed, showing good understanding of the role and expectations, with some room for improvement. |  |  | | --- | |  | | |  | | --- | | Example answers are basic but adequate, showing some understanding of the role but lacking specificity or depth. |  |  | | --- | |  | | |  | | --- | | Example answers are vague, incomplete, or do not fully demonstrate job knowledge; lack critical depth and detail. |  |  | | --- | |  | | |  | | --- | | Example answers are irrelevant, missing, or fail to demonstrate any job-specific knowledge or competencies. |  |  | | --- | |  | |
| Prompts and Guidance (20%) | |  | | --- | | Prompts are clear, specific, and effectively guide interviewees to demonstrate the desired skills and knowledge with relevant examples and experiences. |  |  | | --- | |  | | |  | | --- | | Prompts are mostly effective, providing reasonable guidance for most questions; could be more detailed or targeted. |  |  | | --- | |  | | |  | | --- | | Prompts are basic and may not effectively guide interviewees toward in-depth or relevant answers. |  |  | | --- | |  | | |  | | --- | | Prompts are vague or missing for several questions, limiting the ability to guide interviewees effectively. |  |  | | --- | |  | | |  | | --- | | No prompts provided, or they are ineffective and do not help interviewees understand what is expected. |  |  | | --- | |  | |
| Relevance of questions (10%) | |  | | --- | | Questions are closely aligned with the job role and responsibilities, targeting essential skills and competencies. |  |  | | --- | |  | | |  | | --- | | Questions are generally relevant to the job role, covering most key skills and competencies. |  |  | | --- | |  | | |  | | --- | | Some questions are relevant, but others may be too generic or not directly related to the job role. |  |  | | --- | |  | | |  | | --- | | Few questions are relevant to the job role; significant gaps in alignment with the job’s requirements. |  |  | | --- | |  | | |  | | --- | | Questions are not aligned with the job role; irrelevant to the skills or competencies required for the position. |  |  | | --- | |  | |
| Presentation (10%) | |  | | --- | | Submission is professional, well-organized, and polished; follows the provided template with no errors or formatting issues. |  |  | | --- | |  | | |  | | --- | | Submission is mostly professional and organized; minor errors or issues with formatting but generally follows the template. |  |  | | --- | |  | | |  | | --- | | Submission is somewhat organized but contains several errors, formatting issues, or deviations from the template. |  |  | | --- | |  | | |  | | --- | | Submission is disorganized, with frequent errors and major issues in adhering to the template. |  |  | | --- | |  | | Submission is unprofessional, poorly organized, and filled with errors; fails to follow the template or guidelines. |

*Learning Outcomes: 2, 3*

# Use of Generative AI

Use of Generative AI in *CMP424 Across all assessment Units.*

Please Note The stipulations below apply only to CMP424, You will normally be given specific guidance regarding Generative AI for each module that you study.

Generative AI (GAI), such as ChatGPT, Google Bard, and others, can be used to aid report writing, data analysis, language and grammar correction, to name but a few. In this module we will integrate AI literacy focusing on its application in refinement and personal development for enhancing your portfolio*.*

## How Generative AI should be used

You may use Generative AI to:

1. Understand concepts or questions related to lectures, tutorials, practicals, seminars or the assessment;
2. generate ideas for *report layouts, grammatical structure, or team project topics; these are examples.*
3. get suggestions for *code improvement, reports, or presentations;*
4. assist in debugging code.

You may **NOT** use Generative AI to:

1. Generate any type of answers for the assessment across CMP424;
2. Generate code for code tests and interviews. We expect you to understand and reflect on the code instead of simply copy pasting code from generative AI.

Any evidence of use to generate answers will be referred to the Student Disciplinary Officer within the School and may result in Academic Misconduct charge.

You may use specific tools, such as Grammarly for aiding Grammar and Structure.

1. It is recommended that you keep a record of your interaction with these tools.
2. It is recommended that you have evidence of drafts of your work

You should adhere to the following:

1. Always reference AI use: Consider AI like any other source. If AI helps draft or edit a report, reference it appropriately.
2. Record Interaction: When using ChatGPT or a similar tool, include a transcript of your interaction in an appendix (for reports).
3. Summary: Include a summary in an appendix stating how you used the AI.
4. In-text Citation for AI: For each paragraph aided by AI, include an in-text citation.
5. Own thoughts: The majority of the insights and arguments in your work should be your own. Using AI for phrasing or structure is acceptable, but the core ideas must be original.
6. Be Responsible: Use AI responsibly to enhance your work. Critical thinking and creativity should come from you Speak with lecturer if you are unsure.

Additional Points to Consider

1. Ethical AI Usage: When using AI *in CMP424* ensure the data and methods you employ adhere to privacy laws and ethical considerations.
2. Factual Accuracy: Consider the information generated by AI is factually accurate and scientifically valid. The information generated should be checked against peer-reviewed sources