# **Skills Portfolio Self Assessment Form**

| Student Name:Alexey Ovsyanik | Student ID:N1313050 |
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| Link to portfolio website:<https://generous-pig.static.domains/index.html>  NOTE: | |
| Lab Tutor (marker): | Grade:Lower second mid  NOTE: you are required to give yourself an overall grade |
| Lab Tutor overall feedback: | |

|  | First (Excellent) | | | | Upper second (Very Good) | | | Lower Second (Good) | | | Third (Sufficient) | | | Fail (insufficient) | | | Zero |
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| ex | high | mid | low | high | mid | low | high | mid | low | high | mid | low | marg | mid | low |
| **ML01 - Understand how continuous personal and professional development contributes to the role of the computer professional** | Development plan includes long-term and short-term activities to support the areas of improvement identified relevant to the knowledge and skills needed to achieve career aspirations.  30+ hours of well-evidenced, relevant CPD undertaken. | | | | Development plan includes long-term and short-term activities to support the areas of improvement identified, but with some gaps.  20-29 hours of well-evidenced, relevant CPD undertaken. | | | Development plan includes long-term and short-term activities to support the areas of improvement identified, but with several gaps or limited scope.  15-19 hours of well-evidenced, relevant CPD undertaken | | | Development plan provided but contains only CPD with no long-term plan, or plan is not related to the areas of improvement identified.  10-14 hours of well-evidenced, relevant CPD undertaken. | | | Very limited development plan with few relevant activities.  Less than 10 hours of CPD undertaken, or CPD is not demonstrated to be relevant. | | | Not evident |
| **Student Evidence** |  | | | | Well i provided a plan of how i will succeed , and currently taking summer course to insure that | | |  | | |  | | |  | | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

| **ML03 - Demonstrate an understanding of the characteristics of professionalism, professional standards, and the role of professional bodies** | Reflection on professional conduct shows clear understanding of the need for, and characteristics of, professional conduct and the potential impact on others. Uses further research to set professionalism in the wider context of the IT profession.  Relates the professionalism to own behaviour with clear insight and self-awareness. | Reflection on professional conduct shows clear understanding of the need for, and characteristics of, professional conduct and the potential impact on others, but based only on the BCS code of conduct taught.  Relates the professionalism to own behaviour in depth, but a few areas lack self-awareness. | Reflection on professional conduct shows some understanding of the need for, and characteristics of, professional conduct and the potential impact on others, but based only on the BCS code of conduct taught and misses some important aspects.  Relates a few aspects of professionalism to own behaviour in depth, but mostly superficial. | Reflection on professional conduct shows good generic understanding of professionalism, but does not relate to the BCS code or conduct, or any other relevant organisation’s code.  Relates professionalism conduct to own behaviour in a superficial way. | Reflection on professional conduct shows little understanding of the need for, and characteristics of, professional conduct and the potential impact on others, with no reference to the BCS code of conduct.  Does not relate professionalism to own behaviour, or does so in a very limited way. | Not evident |
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| **Student Evidence** |  |  | I admit as much on the page Reflection on Professional Conduct |  |  |  |
| **ML06 - Behave and communicate in a professional manner as expected in the workplace** | Professionally looking website, using appropriate language and images for sharing with an employer.  Strong evidence of professional conduct during the module shown through excellent engagement and attendance. | Mostly professional, with a few areas (eg images, language) which need improvement to make it suitable for sharing with an employer. Eg when using the provided template there are some areas which have not been personalised.  Evidence of professional conduct limited somewhat by lower levels of engagement and attendance | Generally professional but with some major issues identified which need improvement to make it suitable for sharing with an employer. Eg when using the provided template there are many areas which have not been personalised.  Evidence of professional conduct is patchy due to low levels of engagement and attendance | Some significant issues with the presentation of the portfolio, but a few aspects are suitable for sharing with an employer.  Little evidence of professional behaviour due to low engagement with the module, and issues with professional conduct observed. | Many issues with the presentation of the portfolio meaning that it is wholly unsuitable for sharing with an employer.  Very little evidence of professional conduct during the module due to extremely low engagement or significant issues with professional conduct observed. No/late attendance at the discussion with tutor. Coursework submission requirements not met. | Not evident |
| **Student Evidence** |  |  | I have seen my exam results , i know why i got them |  |  |  |

| **ML07 - Reflect on your learning and professional planning skills and goals** | Career aspirations are clearly defined, with lots of research and activities do demonstrate their suitability and different opportunities.  Required skills are comprehensively identified using multiple sources to clearly show their relevance to the chose career.  Analysis of current skills is complete against the required skills identified, with high-quality evidence provided. | Career aspirations are clear with consideration of different opportunities, with some research and activities used beyond the industry lectures and workshops.  Required skills are identified well mostly backed by research, with a few obvious skills missing, and some not clearly relevant.  Analysis of skills is complete but some are missing sufficient evidence. | Career aspirations not well considered, but does show some consideration of different opportunities that may be suitable, based on industry lectures and workshops.  Some required skills identified backed by some research, but there are obvious skills missing, and relevance is not always clear.  Analysis of skills is limited to a few of the required skills identified, but evidence is provided. Some additional skills may have also been evidenced. | Career aspirations are generic, with some evidence of understanding of different opportunities.  Required skills identified are generic, some reference to industry lectures and workshops to show relevance but no other research shown  Analysis of skills not backed by evidence, but does relate to the required skills identified OR Analysis of skills backed by evidence but not related to the required skills identified. | Very generic career aspirations given, indicating little consideration of opportunities and little engagement with the coursework.  Required skills identified are generic, with no evidence of research or relevance.  Little or no analysis of current skills backed by evidence, and not related to the required skills identified | Not evident |
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| **Student Evidence** |  | As sated before in my career aspiration i have a plan, that im currently following, but im yet to succeed on |  |  |  |  |