

Assessment Information/Brief 2025-26

To be used for all types of assessment and provided to students at the start of the module. Information provided should be compatible with the detail contained in the approved module specification.

Module title	DIGITAL AND QUANTITATIVE SKILLS
CRN	61999
Level	4
Assessment title	Individual Portfolio
Submission/Assessment Date	The submission deadline is Monday 8th January 2026 by no later than 16:00 . Any submission received after 16:00 (even if only by a few seconds will be considered as late).
Module Leader/Assessment set by	Charlene Pattison c.pattison@salford.ac.uk Office – Maxwell Building, 3 rd Floor Room 307 Maivizhi Maharaja (BUB) m.maharaja@bub.bh
Weighting within module	This assessment is worth 100% of your overall module mark.
Assessment task details and instructions	There are Two elements to your Portfolio. You MUST complete each element.

Element one-Excel data

For this element, you are required to select a real-world dataset linked to one of the United Nations Sustainable Development Goals (SDGs) and present your findings in a well-structured Excel spreadsheet. Your spreadsheet must include at least two data visualisations (such as charts or graphs), appropriate use of formulas or functions (e.g., averages, percentages, totals), and clear labelling of data sources and headings. This will be linked to the SDG that you use in Element two. **(40 marks)**.

Element two-Report 1000 words

You are required to investigate previously published quantitative data related to a social, environmental, or economic issue. Your task involves selecting a relevant dataset, accurately manipulating and presenting the data using appropriate methods (e.g., graphs, charts, tables), and providing a written analysis that interprets the findings in context. Your analysis should critically examine trends, patterns, or anomalies in the data and consider the implications in relation to at least one of the United Nations Sustainable Development Goals (SDGs). **(60 marks)**

Your Report Should Include:

(i) Title

Write your title as a question. This should clearly show what you are investigating.

Example: "Has the UK's recycling rate improved over the last 10 years?"

(ii) Introduction

Write one paragraph to explain what your project is about. Say what data you are looking at and what you hope to find out.

(iii) Data and Methods

Say where your data comes from. Explain what you did with the data (e.g., grouped values, handled missing data). Describe how you analysed it (e.g., created charts, looked at trends or patterns).

(iv) Findings

Describe what you found out. What was interesting or surprising? What changed over time? Were there any differences or trends? Mention any charts or tables that support your findings.

(v) Conclusion

Write a short summary of what you discovered. Say if there were any problems with your data or analysis. Suggest how this topic could be explored further in the future.

(vi) References

List any websites, articles, or sources of data you used.

Your answer **must** be fully **research informed** and referenced as **per APA 7th Edition**.

Help and guidance is available via the following link:

<https://www.salford.ac.uk/skills-for-learning/home/using-and-referencing-information/referencing>

Using Generative Artificial Intelligence (GAI) tools

For this assessment you may use tools, software, or features of software which use artificial intelligence to generate content such as text, images or data, in an assistive and supportive capacity. This means you may use the tool to explore the topic, generate or

process data, or suggest draft structures and refine the wording of your work. However, the final work you submit must be your own. Use of AI to generate content to misrepresent your own abilities or mislead your assessor is academic misconduct. When using AI tools, please use University provided tools within the requirements of the University's ICT Acceptable Use Policy, and do not upload sensitive or personal information.

**Word count/
duration (if
applicable)**

The total word count for the portfolio is **1,000 words**, with a **10% plus or minus allowance** (i.e., between **900 and 1,100 words**) in line with university regulations.

- **What's included:** All sections of the written report including the title, introduction, data and methods, findings, and conclusion.
- **What's not included:** Charts, tables, the reference list, and any appendices are **not** counted in the word total.
-

Important: If your submission exceeds **1,100 words**, any content beyond this point **will not be marked**. It is your responsibility to ensure your work stays within the limit.

How to submit

For coursework assessments only: students with a Reasonable Adjustment Plan (RAP) or Carer Support Plan should check your plan to see if an extension to this submission date has been agreed.

You should submit your portfolio via Turnitin under the 'Assessment' Folder on Blackboard.

As the University will mark assessments anonymously where possible, include your student roll number and not your name on your assessment. **Do not** upload links in the submission area, as we cannot access them and therefore cannot mark your work. If you have saved your files on your University of Salford OneDrive, dragging files to the submission area may attach a link instead of the file. Always attach files using the paperclip icon.

Feedback

You can expect to receive feedback by within 15 working days. Formative feedback will be provided throughout the duration of the module by the module leader or seminar lecturers.

**Assessment
criteria**

You should look at the assessment criteria to find out what you need to do to complete this assessment. A marking rubric is included at the bottom of the assessment brief.

Assessed intended learning outcomes

On successful completion of this assessment, you will be able to:

1. Operate Microsoft Excel to create spreadsheets, perform basic quantitative and statistical calculations and analyse and present data in the context of accounting and finance
2. Utilise appropriate statistical methods and quantitative techniques to cleanse and analyse data
- Intended Learning 3. Discuss and interpret results of analysis and use appropriate techniques to present data visually

Employability skills developed / demonstrated

You will develop a range of [employability skills](#) sought by employers through each assessment.

Through this assessment will have an opportunity to develop and demonstrate the following employability skills:

(please put a cross in the box for the skill and level demonstrated in the assessment)

Skill	I	U	A	D
Communication				X
Critical Thinking and Problem Solving				X
Data Literacy				X
Digital Literacy				X
Industry Awareness				X
Innovation and Creativity				X
Proactive Leadership	X			
Reflection and Life-Long Learning			X	
Self-management and Organisation				X
Team Working	X			

I = You will have been introduced to this skill

U = You will have developed an understanding of this skill in the context of your subject

A = You will be able to apply this skill in the context of your subject

D = You will have demonstrated an enhanced understanding and application of this skill in a wider context

Support for this Assessment

You can obtain support for this assessment by attending all seminar sessions, speaking to your module leader and seminar lecturer. Module leader office hours are Wednesday's 10 am- 12 pm. Outside of this time email to arrange a meeting.

Other sources of support

[Understanding your assessment brief/assessment tips for success](#)

[Develop your academic and digital skills](#)

[Assessment rules and processes](#)

[Support services](#)

Issues affecting your assessment

If exceptional circumstances have affected your ability to complete this assessment, you can find more information about the Exceptional Circumstances Procedure (previously Personal Mitigating Circumstances) [here](#). Independent advice is available from the [Students' Union Advice Centre](#).

Academic Integrity and Academic Misconduct

You must learn and demonstrate good academic conduct (academic integrity). Good academic conduct includes the use of clear and correct referencing of source materials.

[Academic integrity & referencing](#)
[Referencing](#)

Academic misconduct is an action which may give you an unfair advantage in your academic work. Some examples are plagiarism, asking someone else to write your assessment for you, unauthorised use of AI or taking notes into an exam. The University takes all forms of academic misconduct seriously.

In year retrieval scheme

Your assessment is eligible for [in year retrieval](#). If you are eligible for this scheme, you will be contacted shortly after the feedback deadline.

Reassessment arrangements

If you fail your assessment, and are eligible for reassessment, you will be able to find the date for resubmission on your module site in Blackboard. The assessment will remain the same as the original assessment. There is no resubmission if you are on a retake attempt.

For students with accepted personal mitigating circumstances for absence/non submission, this will be your replacement assessment attempt.

We know that having to undergo a reassessment can be challenging however support is available. Have a look at all the sources of support outlined earlier in this brief.

**ASSURANCE OF
LEARNING**

The purpose of this section is to help students to identify the professional skills which they will have gained or developed through completing this assessment. These are the relevant skills and attributes aligned to the AACSB Assurance of Learning (AOLs).

**Competency/Performance Traits
Indicators**

**The assessment
covers the
following traits:**

Competency 1: Our graduates will apply critical thinking to practical and theoretical problems		
<i>Performance Indicator 1.1: Identify and apply information critically in relation to context</i>	Trait 1.1.1: Identify and interrogate relevant data and literature sources using methods appropriate to level of study and to discussion	Yes
	Trait 1.1.2: Critique theory in discussion and analysis	No
Competency 2: Our graduates will be effective communicators using a range of media		
<i>Performance Indicator 2.1: Demonstrate communication skills at the appropriate level and using appropriate media</i>	Trait 2.1.1: Organise work in a logical structure in order to draw conclusions that follow from line of argument	Yes
	Trait 2.1.2: Apply appropriate and consistent	Yes

	referencing and in-text citations	
	Trait 2.1.3: Use digital skills appropriate to level and to discipline	Yes
Competency 3: Our graduates will demonstrate an awareness of ethical, corporate social responsibility, and sustainability issues appropriate to the level of study and the discipline context		
<i>Performance Indicator 3.1: Identify and interrogate issues of ethics, responsibility, and sustainability</i>	Trait 3.1.1: Recognise, explore, and reflect on key ethical issues as they affect own, and others, practice	No
	Trait 3.1.2: Recognise, explore, and reflect upon corporate social responsibility and sustainability issues as they affect different stakeholders	No
Competency 4: Our graduates will demonstrate professional and commercial/corporate		
<i>Performance Indicator 4.1: Demonstrate critical professional and commercial/ corporate awareness in their discipline</i>	Trait 4.1.1: Identify and explain professional and commercial/ corporate issues	No
	Trait 4.1.2: Critically evaluate professional and commercial/ corporate issues	No
	Trait 4.1.3: Critically reflect on	No

	own development as current or future professional	
<i>Performance Indicator 4.2: Demonstrate global and/ or international awareness of business practice</i>	Trait 4.2.1: Identify and explain debates in their global and/ or international context	No
	Trait 4.2.2: Critically discuss the global and/ or international context	No

AACSB PG AOL Competencies and Traits

Competency 1: Our graduates will apply critical thinking to practical and theoretical problems
Performance Indicator 1.1: Identify and apply information critically in relation to context
Trait 1.1.1: Identify and interrogate relevant data and literature sources using methods appropriate to level of study and to discussion
Trait 1.1.2: Critique theory in discussion and analysis

Competency 2: Our graduates will be effective communicators using a range of media
Performance Indicator 2.1: Demonstrate communication skills at the appropriate level and using appropriate media
Trait 2.1.1: Organise work in a logical structure in order to draw conclusions that follow from line of argument
Trait 2.1.2: Apply appropriate and consistent referencing and in-text citations
Trait 2.1.3: Use digital skills appropriate to level and to discipline

Competency 3: Our graduates will demonstrate an awareness of ethical, corporate social responsibility, and sustainability issues appropriate to the level of study and the discipline context
--

Performance Indicator 3.1: Identify and interrogate issues of ethics, responsibility, and sustainability
Trait 3.1.1: Recognise, explore, and reflect on key ethical issues as they affect own, and others, practice
Trait 3.1.2: Recognise, explore, and reflect upon corporate social responsibility and sustainability issues as they affect different stakeholders

Competency 4: Our graduates will demonstrate professional and commercial/corporate awareness

Performance Indicator 4.1: Demonstrate critical professional and commercial/ corporate awareness in their discipline
Trait 4.1.1: Identify and explain professional and commercial/ corporate issues
Trait 4.1.2: Critically evaluate professional and commercial/ corporate issues
Trait 4.1.3: Critically reflect on own development as current or future professional
Performance Indicator 4.2: Demonstrate global and/ or international awareness of business practice
Trait 4.2.1: Identify and explain debates in their global and/ or international context
Trait 4.2.2: Critically discuss the global and/or international context

Portfolio Marking Rubric

Total Marks: 100

Criteria	AOL Assessed	0–19 (Needs Improvement)	20–39 (Satisfactory)	40–59 (Good)	60–79 (Very Good)	80–100 (Excellent) / Max Marks
1. Excel Data Presentation: Exploring an SDG	1.1.1, 2.1.1, 2.1.2	Incomplete, inaccurate, or poorly presented dataset and visuals.	Data is unclear or visuals lack appropriate labelling.	Data and charts mostly accurate, with some minor presentation issues.	Mostly complete dataset and visuals, well-labelled and formatted.	Dataset is well-selected and clearly presented. Charts are accurate, labelled, and spreadsheet is professionally formatted using correct formulas/functions.

2. Title	1.1.1	No title/question provided.	Vague or unclear title.	Mostly clear and focused.	Clear and relevant title, some minor focus issues.	Clear, focused, and relevant research question linked to an SDG.
3. Introduction	1.1.1, 2.1.1	No introduction provided.	Vague explanation or unclear aim.	General focus explained.	Clear explanation linked to the dataset or SDG.	Purpose clearly explained and explicitly linked to data and SDG.
4. Data and Methods	1.1.1, 2.1.1, 2.1.2	Incomplete or inaccurate explanation of methods.	Some unclear or missing steps.	Mostly clear with minor gaps.	Clear explanation of most data processes and methods.	Detailed explanation of dataset, processing steps, and analysis methods.
5. Findings	2.1.2, 2.1.3	Lacks analysis or understanding.	Surface-level findings.	Reasonable insight and discussion.	Good interpretation with supporting visuals.	Strong insight with clear references to charts/tables and effective interpretation of trends/anomalies.
6. Conclusion	2.1.2, 2.1.3	Incomplete or vague.	Basic summary only.	Covers most points well.	Clear summary with some reflection.	Well-reflected summary including limitations and suggestions for future work.
7. References	1.1.1	No sources or incorrectly referenced.	Limited or inconsistent references.	Most sources cited correctly.	Mostly correct references, with some formatting issues.	Clear, accurate list of all credible data sources.
8. Report Quality (Structure, SPAG, formatting, word count)	1.1.1	Poorly written or significantly over/under word count.	Some unclear sections or errors in SPAG.	Minor issues with clarity or formatting.	Generally well-structured and accurate.	Professionally written, clearly structured, correct SPAG, within word count tolerance.