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

APPENDIX GA36a

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**Certificate of Higher Education Skills for Workplace (Health and Social Care)**		
Module:	**Academic and Employability Skills**		
Module code:	**LCHS4001**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Oluwadamilola Tayo (Module Leader)**	**Internal Verifier:**	**Dr Besty Jose**
Assignment Title:	**Component 1:** **Practical Portfolio**	**Word count (or equivalent):**	**3000 words or equivalent**
Submission deadline:	**Task 1: Video (Individual): Recorded in your session- Week 6 (week starting 2nd November 2026)** **Task 2: Reflective Activity: Week 8 - To be submitted via Turnitin by 20th November 2026, 10am.** **Task 3: Written Report: Week 10 - To be submitted via Turnitin by 4th December 2026, 10am.**	**Return date of provisional marks & written feedback:**	**Task 1: 30th November 2026** **Task 2: 18th December 2026** **Task 3: 1st January 2027**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark:** Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		

Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: • You write clearly and concisely. • All students complete the assessment on an equal basis. **If You Go Over the Word Limit** If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module. **Amount Over Limit** / **Penalty Applied** **Up to 10% over** — No penalty **10%–25% over** — 5 mark deduction *or* reduction to the capped mark (whichever is the smaller penalty) **26%–50% over** — 10 mark deduction *or* reduction to the capped mark (whichever is the smaller penalty) **Over 50%** — Mark capped at the pass mark **Examples (Undergraduate):** • A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over. • A mark of **49%** would be reduced by 5 marks to **44%**. • A mark of **47%** at 25–50% over would be reduced to **40%**. • A mark of **55%** at 25–50% over would be reduced by 10 marks to **45%**. **If You Are Under the Word Limit** If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes. **Feedback** If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

Module Learning Outcomes (from module syllabus)
Upon the successful completion of this module, the student should be able to: • Analyse published literature relating to a specific topic or subject area and produce a fully referenced, appropriately structured academic report • Reflect on their learning using recognised models of reflection • Research and present their findings in a variety of formats on a range of employability skills and collect and analyse feedback on their delivery.

TASK DESCRIPTION

Task overview

Over 10 weeks, you will complete a series of activities designed to help you write a report on one topic. These activities will all count towards your overall grade. Two of the activities will be completed in class, and the report will be submitted in Week 10.

Portfolio Topic: Describe one specific role within the health and social care sector. **Explain 3** essential skills needed to perform this role, and **why** these skills are essential for the role. You should offer role-specific examples to support this explanation. Then **describe 3 separate strategies** to improve each of these skills and explain how the strategies would help develop each skill. You should try to provide examples to support your points when and where possible.

Task 1: Individual Video (5 minutes): 50 Marks, in class, Week 6

Purpose: To introduce your chosen role and show how you are starting your research. This is your first step before planning and writing your report.

In your presentation, you should:

1. **State the job role** you have chosen and explain why you chose it.
2. **Describe how you started your research** (e.g. where you looked, what you have found so far, which keywords you used).
3. **Evaluate one source** using the CRAAP test (explained in Week 3).
4. **Identify any challenges** you have faced with research so far.
5. **Outline your next steps** in your process of researching, planning, and writing your Task 3 report.

- Speak clearly and in your own words.
- You may use brief notes, but do not read a script.

Task 2: Reflective Activity (equivalent to 300 words): 10 marks Class time will be provided for this task in Week 7 - To be submitted via Turnitin - Week 8

Purpose: To help you think about your learning so far and discuss the challenges you faced with Task 1, as well as to consider how you can improve your presentation and research skills for the future.

You've already completed an individual video. You will complete a reflective activity which discusses the following:

- Researching a topic
- Presenting
- Challenges you faced with your presentation
- Actions to improve
- Further steps needed to prepare for Task 3

A template will be provided by your Lecturer - use of this template is required.

This reflective activity will be primarily done in class in Week 7.

Task 3: Report (1200 words): 40 marks, To be submitted via Turnitin - Week 10

Purpose: To structure and write a report following academic style conventions and to practice using sources in your writing.

Write an **appropriately structured academic report on your chosen role from Task 1. You should**:

- **Describe one specific role within the health and social care sector** and give **examples** of duties and responsibilities of this role**.**
- **Explain 3** essential skills needed to perform this role, and explain **why** these skills are essential for the role. You should offer role specific examples to support this explanation.
- **Describe 3 separate strategies** to improve each of these skills and explain **how** the strategies would specifically help you to develop each skill.
- You should try to provide role specific examples to support your points when and where possible.

We expect you to cite and reference a total of **5 sources minimum** in your report using the Harvard Referencing System. You should ensure that your report is appropriately structured and includes a title page and table of contents.

General Submission Guidance

1. All of your submissions must include **a title page** that clearly states **your name, your student number, the module code and title, your lecturer's name, and your assignment title**.
2. All of your submissions should be typed in Arial font, size 11.
3. All of your submissions should be **typed with 1.5 line spacing.**

4. All of your submissions should have an appropriate structure, include page numbers, **and** have a reference list.

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☐ No ☒
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☒
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☐

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

- Your research for **Task 3 Written Report** can be based on online articles or reliable websites.
- The **Task 3 Written Report** should cite and reference a total of **5 sources minimum.**
- You should accurately use the University's Harvard Referencing system to cite and reference your sources.
- Please note: there is no requirement to use academic journals when finding your own sources. Reliable websites and books are both acceptable choices. If in doubt about the suitability/relevance of the source, please consult your lecturer.
- Marks are awarded on how accurately you cite/reference your sources, paraphrasing attempts/abilities, whether citations and references match (e.g. if you cite, the source must be properly referenced; there should be no sources in your references which aren't in your citations and no citations which aren't in your references)

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

- For your **Task 1 Video** you need to show an understanding of the role you have chosen to explore and the initial steps you took to begin your research process.
- You should also explain the challenges you faced and how you dealt with them
- Finally, you will achieve marks for explaining what your next steps will be for your Task 3 Report.
- For your **Task 3 Written Report** you need to show that you understand your selected role, including its responsibilities / duties.

- We expect you to explain 3 essential skills needed to perform this role, and explain why these skills are essential for the role.

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

- For your **Task 2 Reflective Activity** you need to demonstrate a clear ability to reflect on your learning.
- You are expected to highlight your own developmental needs and steps for improvement. You will need to provide relevant examples to support your work.
- You will need to reflect on your presentation skills and what you can do to improve these skills for future presentations.
- You will need to include information on what steps you need to take next to progress on and complete Task 3.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

- For your **Task 1 Video** you need to demonstrate clear application of the skills necessary to begin a small-scale research task, such as research skills and source evaluation skills.
- You are also required to show evidence of how you propose to carry out your search, evaluate your sources and justify your approach.
- You also need to demonstrate your skills in evaluating sources, by appropriately using the CRAAP test to evaluate one source
- You need to show a clear and realistic start to your work for the **Task 3 Report**
- You also need to demonstrate an awareness of the skills required to carry out the role and given clear description of a specific strategy to improve each skill, providing support and examples, where appropriate.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

- For your **Task 1 Video** you should present your points in a clear and coherent manner.
- You also need to consider using notes or cue cards, rather than reading from a script.

- For **Task 3: Report** You should also present your work in a coherent, cohesive manner, using well-structured, academic paragraphs.
- For your **Task 3: Report** you need to have a clear and organised structure for your report and include a title page, table of contents, and reference list.
- You must use the template provided and follow the submission guidelines on presentation.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill 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.

Generic Assessment Criteria	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills		
• For the Task 3 Written Report, the student should cite and reference a minimum of 5 sources in total. • The student should accurately use the University's Harvard Referencing system to cite and reference your sources. • The student should accurately cite/reference sources, paraphrase, and in-text citations and references should match.	Task 3:10	
2. Knowledge and Understanding Skills		
• For the Task 1 Video, the student should show an understanding of the role they have chosen to explore and the initial steps they took to begin their research process. • They should also explain the challenges they faced and how they dealt with them • Finally, they should explain what their next steps will be for their Task 3 Report. • For the Task 3 Written Report, the student should show that they understand their selected role, including its responsibilities/duties. • The student should explain 3 essential skills needed to perform this role, and explain why these skills are essential for the role.	Task 1: 20 Task 3: 20	
3. Cognitive and Intellectual Skills		
• For the Task 2 Reflective Activity, the student should demonstrate a clear ability to reflect on their learning. • They are expected to highlight their own developmental needs and steps for improvement. They will need to provide relevant examples to support their work. • The student should reflect on their presentation skills and what they can do to improve these skills for future presentations. • The student should include information on what steps they need to take next to progress on and complete Task 3.	Task 2:10	
4. Practical Application Skills		
• For the Task 1 Video, the student should demonstrate clear application of the skills necessary to begin a small-scale research task, such as research skills and source evaluation skills. • They are also required to show evidence of how they propose to carry out their search, evaluate their sources and justify their approach. • The student should also demonstrate their skills in evaluating sources, by appropriately using the CRAAP test to evaluate one source • They should show a clear and realistic start to their work for the Task 3 Report • The student should also demonstrate an awareness of the skills required to carry out the role and given clear description of a specific strategy to improve each skill, providing support and examples, where appropriate.	Task 1:20	

5. Transferable Skills for Life and Professional Practice		
• For the Task 1 Video, the student should present their points in a clear and coherent manner. • They should also consider using notes or cue cards, rather than reading from a script. • For Task 3 Report, the student should also present their work in a coherent, cohesive manner, using well-structured, academic paragraphs. • For the Task 3 Report, the student should have a clear and organised structure for their report and include a title page, table of contents, and reference list. • They must use the template provided and follow the submission guidelines on presentation.	Task 1: 10 Task 3: 10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**		**100%**
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 4
In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	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.	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.	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.	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.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and	Major gaps in knowledge and understanding of the basic underlying concepts and	Gaps in knowledge of the basic underlying concepts and principles, with flawed or	Limited knowledge and understanding of the basic underlying concepts and	Knowledge of the basic underlying concepts and principles is accurate with a	Competent knowledge of the basic underlying concepts and principles. Exhibits very	Excellent knowledge and understanding of the basic underlying concepts and	Exceptional, detailed knowledge and understanding of the basic underlying

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
principles of a subject.)	principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	superficial understanding. Some significant inaccuracies and/or irrelevant material.	principles within the subject area. Some elements may be missing.	good understanding of the field of study but lacks depth and/or breadth.	good understanding.	principles of the subject.	concepts and principles
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.)	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.	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.	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 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.	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 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 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 skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	Very weak evidence of different approaches to problem-solving in particular contexts.	competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	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.	the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
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.)	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.	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	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	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.	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.	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.	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.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
		exercise of some personal responsibility.	of minor weakness.				

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH