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

APPENDIX GA36

LEVEL 3 ASSESSMENT SPECIFICATION

Student name:	**Anonymous**	**Student ID number:**	**Anonymous**
Programme:	BSc (Hons) Psychology including Foundation Year, BSc Psychology with Counselling including Foundation year		
Module:	**Psychology and You**		
Module code:	**ECPS3004**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Karen Eaton-Thomas**	**Internal Verifier:**	**Dr Judith Marshall**
Assignment Title:	**Portfolio**	**Word count (or equivalent):**	**Minimum of four elements**
Submission deadline:	**4th January 2027 via Turnitin, no later than 23.59 pm**	**Return date of provisional marks & written feedback:**	**1st February 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: • understand how everyday experiences can be explained through different concepts and perspectives in Psychology.

TASK DESCRIPTION

Use of Generative AI in Assessment
(Lecturer to indicate Yes or Not against each element)

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 ☒
PROGRAMING	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.	☐

Portfolio guidance:

In our sessions we will be discussing core perspectives and concepts in psychology that relate to our everyday experiences. For your portfolio, you will have to select **four** key areas that you have studied and write a 500-word summary of each topic. These will be submitted as one single document via Turnitin on Moodle by the submission date.

For example, you will learn about key ideas within developmental psychology, you will discover more about how we perceive the world around us and how our perceptions influence the way we feel. You will look at how our social world is constructed and how other people can influence our behaviour. You will consider why people can be so diverse and different to each other, and what makes us who we are. Additionally, we will take a look at how human memory works, and why it may not be as accurate as we think. Finally, you will explore the human brain and discover some fascinating facts about what goes on in our heads!

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 appropriate straightforward 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 investigation/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: *You will need to identify your chosen four topics and read the* ***recommended literature*** *that relates to what we know about each of those topics, in order to produce your 500 word summary for each topic.*

2. Knowledge and Understanding Skills

At level 3, you should be able to demonstrate factual, procedural and theoretical knowledge and understanding of the basic 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: *Each of your 500 word summaries should be able to demonstrate what you have learned about that topic as you summarise and synthesise the* ***recommended reading*** *provided. By paraphrasing and writing this in your own words you will be demonstrated your own knowledge and appreciation for each topic.*

3. Cognitive and Intellectual Skills

You should be able to interpret and evaluate relevant information and ideas with an awareness of different perspectives or approaches in accordance with basic theories and concepts of your subject(s) of study. Your work must contain evidence of foundation-level 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 judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *Similarly, as above, how well you use evidence and theory to support your summaries will determine the depth of your ability to evaluate what you have read. This is where you begin to develop your skills of analysis and make informed judgements about the merits of psychological theory and evidence.*

4. Practical Skills

At level 3, you should be able to apply the basic underlying concepts and principles 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 to address problems that, while well-defined, may be complex and non-routine. How do they work in practice? You will use 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 or the application of a model within an organisation. You will be able to use appropriate investigation to inform Actions and review how effective methods and actions have been.

Guidance specific to this assessment: *N/A for this assessment.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment including where relevant responsibility for supervising or guiding others. This includes demonstrating: that you can exercise autonomy and judgement within limited parameters; that you can communicate the results of your study/work in a suitable format; 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: *This skill is reflected in your ability to provide an accurate APA reference list and in-text citations to support your overall submission, with attention to grammar, sentence structure and spelling.*

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		
2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		
4. Practical Application Skills		
5. Transferable Skills for Life and Professional Practice		

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)**		**%**
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 3 (Foundation Year)
Provision at Level 3 (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 for Wales (QCFW), 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

Level 3	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD (Pass)	VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-39%***	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including referencing, academic conventions and academic honesty)	Limited evidence of reading and/or there is reliance on inappropriate sources. Limited engagement with information gained through class contact. Very poor use of referencing.	Poor engagement with literature and little or no evidence of wider reading. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Evidence of reading, but largely confined to information gained through class contact. Referencing may show inaccuracies and/or inconsistencies.	Engagement with an appropriate range of reading beyond information gained through class contact. Referencing may show minor inaccuracies or inconsistencies	Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies.	Critical engagement with a wide range of relevant reading. Consistently accurate application of referencing.	Exceptional critical engagement with a very wide range of relevant reading. Consistently accurate application of referencing.
Knowledge and understanding (Introductory factual, procedural and theoretical knowledge and understanding of the basic underlying concepts and principles of the subject; some appreciation of	Weak and flawed introductory knowledge and understanding of the basic underlying concepts and principles of the subject(s), for example with significant inaccuracies, the inclusion of a	Work shows limited but fragmentary understanding of the basic underlying concepts and principles of the subject(s). There are inaccuracies, the inclusion of irrelevant material and/or	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	Good 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.	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.	High quality 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.	Exceptionally high quality work showing very detailed understanding of the basic underlying concepts and principles of the subject(s), resulting in students being most highly

Level 3	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD (Pass)	VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-39%***	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
the breadth of the field of study and the relevant terminology)	substantial amount of irrelevant material and/or absence of appropriate information / material.	absence of appropriate information / material.	or misguided selection of some material, with elements missing or inaccurate.				prepared for study at Level 4.
Cognitive and intellectual skills (Introductory evaluation; logic, argument and judgement within limited parameters; organisation of ideas and evidence; manage information and collect data from a range of straightforward sources; awareness of different perspectives or approaches within an area of study.)	Very weak interpretation and evaluation of information and ideas, resulting in descriptive work that is often illogical, invalid or irrelevant. No attempt to manage/link information and ideas from straightforward sources. Fails to develop an argument or judgement within limited parameters. Little awareness of the different perspectives or approaches within the subject.	Weak and at times flawed interpretation and evaluation of information and ideas. Limited attempt to manage/link information and ideas from very few straightforward sources resulting in descriptive work that develops a weak argument and/or judgement within limited parameters. Shows lack of awareness of the different perspectives or approaches within the subject	A limited but adequate interpretation and evaluation of information and ideas. Some attempt to manage/link information and ideas from a few straightforward sources. Some attempt to develop an argument and judgement within limited parameters but work is largely descriptive with an uncritical acceptance of information/data. Shows emerging awareness of the different perspectives or approaches within the subject. Illogical arguments and judgements in places and with	Good interpretation and evaluation of information and ideas. Identifies links in information and ideas from a few straightforward sources to develop a mostly logical argument and judgement within limited parameters, though underdeveloped in places. Shows awareness of the different perspectives or approaches within the subject. Minor inaccuracies	Very good interpretation and evaluation of information and ideas. Identifies links in information and ideas from a variety of straightforward sources to develop a mostly coherent and logical argument and judgement within limited parameters. Work shows sound awareness of the different perspectives or approaches within the subject.	Excellent interpretation and evaluation of information and ideas. Can identify, link and collate well information and ideas from a variety of straightforward sources. Capable of developing a very coherent, logical argument and judgement within limited parameters. Work shows strong awareness of the different perspectives or approaches within the subject.	Has developed a highly critical and evaluative approach to information and ideas for this level. Able to collate and categorise ideas and information with insight. Capable of developing a most coherent argument and judgement within limited parameters that is exceptional for this level of development. Work shows very strong awareness of the different perspectives or approaches within the subject.

Level 3	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD (Pass)	VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-39%***	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
			some inaccuracies.				
Practical skills (Identify, select and use appropriate skills, methods and procedures to a well-defined problem and show emerging recognition of the complexity of associated issues; formulation of solutions to solve well-defined problems; use appropriate investigation to inform actions; review how effectiveness of methods and actions).	No evidence of ability to relate theory to practice. Tools, methods or techniques misapplied. Very weak skills in solving well-defined problems.	Little evidence of ability to relate theory to practice. Tools, methods or techniques mainly misapplied. Weak skills in solving well-defined problems.	Demonstrates a limited understanding of the application of knowledge in practice. Responses may not be fully appropriate and/or meaningful. Uses tools, methods or techniques to a limited extent or with some misapplication. Can propose basic solutions to well-defined problems without emergent recognition of the complexity.	Reasonable attempt to apply theory in practical contexts. Responses are mostly appropriate and/or meaningful. Tools, methods or techniques used appropriately. Can propose mostly appropriate basic solutions to well-defined problems with some emergent recognition of the complexity.	Is able to apply knowledge of theory to practical contexts and generate a range of responses to given situations. Tools, methods or techniques used very well. Can propose appropriate solutions to well-defined problems with emergent recognition of the complexity.	Can generate a range of appropriate responses to given problems, some of which may be quite innovative for the level; good links between theory and practice. Excellent application of tools, methods or techniques. Can propose excellent solutions to well-defined problems with emergent recognition of the complexity.	Can generate a range of effective responses to given problems, some of which may demonstrate innovation and considerable insight that are unusual at this level; exceptionally good links between theory and practice. Exceptional application of tools, methods or techniques. Can propose exceptional solutions to well-defined problems with emergent recognition of the complexity.
Transferable skills for life and professional practice (Complete tasks and procedures: individually and/or collaboratively; use appropriate media to	Work is poorly structured, disorganised, inaccurate, incoherent, incomplete and/or confusingly expressed. Markedly poor	Weak, disjointed structure. Material is incoherent or poorly expressed in places. Serious or extensive spelling and grammatical	Mostly ordered presentation and structure though it may be weak and/or inconsistent in places and lacking in sequential development.	Mostly coherent, and organised work though structure may lack coherence in places and minor mistakes in the work may be evident. Ideas / concepts	Structure is coherent, organised and logical showing progression and flow. Ideas / concepts are very clearly expressed using media	Very well-organised work which develops flow and progression in a well-structured manner. Ideas / concepts are fluently expressed, using	Exceptionally well-organised work which develops flow and progression in a well-structured manner. High level of fluency of expression

Level 3	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD (Pass)	VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-39%***	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
communicate; clarity and effectiveness in presentation and organisation.)	use of language and/or medium of communication. Failure to work effectively as part of a group. No/few qualities and transferable skills required for employment are demonstrated.	mistakes, very inappropriate style and/or weak use of the medium. Flawed approach to group work, meeting only partial obligations to others. Demonstrates limited qualities and transferable skills required for employment.	Ideas / concepts are adequately expressed but with spelling / grammatical mistake. Mostly suitable use of the communication medium, though with room for improvement. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates a few qualities and transferable skills required for employment.	are clearly expressed using media appropriately. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates good qualities and transferable skills required for employment.	appropriately. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates well the qualities and transferable skills required for employment.	media very appropriately. Academic style indicates an appropriate level of academic maturity. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates a broad range of qualities and transferable skills required for employment.	throughout, using media well to enhance the work. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates an excellent range of qualities and transferable skills required for employment.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH