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

APPENDIX GA36a

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**CertHE Computing Skills for Workplace**		
Module:	**Learning in the Digital Era**		
Module code:	**ACCA4025**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer:	**Suneth Warnakulasooriya**	**Internal Verifier:**	Sadhana Jha
Assignment Title:	**Component 2- Professional Development Plan (PDP)**	**Word count (or equivalent):**	**3-4min. Video presentation.**
Submission deadline:	4-12-2026 2 pm	**Return date of provisional marks & written feedback:**	**6-1-2027**
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)
• Use suitable technology to support and enhance their learning experience within the discipline area. • Practise the principles of learning agility.

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 ☐

	Cite and reference once per task. **See guidance below.**	
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.	Yes ☐ No ☒

Guidance on using GAI in this assessment:

Use of Generative AI: For foundational learning purposes at L4/Yr1, it is very important to learn how to research & reference correctly and to learn the foundational knowledge and skills that will be applied in specific L5 and L6 module assessment questions & scenarios, which Generative AI tools are not able to answer. Failure to learn the foundational skills at L4 will result in failing L5 and L6 modules and the HN/Degree programme.

For this assessment, Generative AI (GAI) **can be used to**:

- **As ONE reference source per question.** Included in the report as follows:
  - **Reference:** The content produced by GAI such as ChatGPT is classed as non-recoverable material and should be cited as a personal communication. In IEEE referencing, personal communications are included as numbered in-text citations that match the corresponding reference list entry. Use the full name of the AI tool as the author.
    - Example: [1] OpenAI's ChatGPT, private communication, Feb. 2026
  - **In-text citation:** In the main body of the report, include a standard in-text citation number that matches the corresponding reference list entry.
    - Example: GAI output from [1] states that …
    - **Either paraphrase or direct quote** the information as you would normally do when citing reference source information.

For further information on referencing GAI output, please see the University's Library referencing guidance here: Referencing handbooks.

For this assessment, Generative AI (GAI) **cannot be used to**:

- GAI output MUST NOT be used to answer any assignment tasks verbatim i.e. using the same words/commands/code generated by the GAI tool. Doing so is deemed academic misconduct and students are penalised. It is important to always use academic writing, to reference and paraphrase, synthesise and/or summarise the information as you would normally when citing any reference source information.

TASK DESCRIPTION

Create a **Video presentation (3-4 minutes)** that includes your answers to the following tasks. Include several citations in each task answer and a list of references at the end of the video presentation. **Submit a working link to your Video presentation in a word document to the Turnitin Assignment 2 link by the assessment submission date. See guidance on the following page on how to create your video and submit it's link & screenshot evidence of your work in a word document to TURNITIN. A Submission Template is provided below.**

1. **Self-evaluation:** Provide an overview of yourself including areas such as strengths, weaknesses and traits gained from your own self-reflection and from the various self-assessment tools provided.

2. **Produce a professional development plan (PDP)** using an appropriate template (such as the one provided on Moodle) reflect and document several personal/professional development goals. Your plan should demonstrate the application of SMART development goals. Research and reference supporting sources that will aid your personal/professional development and help you to achieve your developmental goals.

   - Note: You should apply an appropriate reflective model to frame your reflection and if relevant refer to some concepts/areas introduced in this module and/or other modules that have contributed to your awareness of areas you would like to develop.

3. **Unit 4 Topic summary:** Select one of the topics of Moodle Unit 4 'Becoming a Lifelong learner' and describe some of the main areas/concepts to include in the Video presentation.

4. **Produce a 3-4 minute Video presentation** that provides an overview of your self-evaluation and PDP that identifies skill-gaps & areas you would like to develop and the plans in place to address these. Also include some of the main areas/concepts from one of the topics of Moodle Unit 4. The video should be approx. 4 minutes, including several supporting citations for each task answer and a reference list at the end.

Video Production & TURNITIN Submission:
Please refer to the 'Video presentation production and submission' guidelines on the following page. To receive marks for this assignment, you must make sure your tutor is able to view the video presentation online using the link provided. E.g. if using YouTube, make the video **public** but **unlisted.**

Production: Video presentation guide

- **Title**: Include a Title slide (inc. a presentation title, your name and course).
- **Introduction**: An introduction slide that also provides a brief overview of the presentation including a content list.
- **Main body**: slides should be clearly titled and include your answers to the tasks above.
- **Theme**: The design/theme of the presentation should be consistent.
- **Text font**: should be an appropriate size, clear and consistent throughout.
- **Voice**: should be clearly spoken and at a good steady pace throughout.
- **Visuals**: should be used to create a good balance between text and images.
- **Animation/fx:** can be used (but not overused) to create a professional and engaging presentation.
- **Content**: should be clearly documented and demonstrate knowledge of the subject area.
- **Conclusion:** a conclusion slide should provide a summary of the key points.
- **References:** a reference slide should be included at the end using an appropriate referencing standard (IEEE format).

Submission: Creating a Video presentation using PowerPoint
PowerPoint and Youtube can be used. Please note other technologies can be used if preferred (e.g. such as Adobe Spark). Whichever method is chosen to produce and display your video presentation, you will need to make sure your tutor can easily view the video online. Please make sure the video is streamed over the cloud and **NOT** available via download as video file sizes can be very large. The following step-by-step guide can help you to easily create a video presentation. Please also use online tutorials for further assistance.

1. Create PowerPoint slides.
2. Voice over slides: Record yourself delivering the slides. Goto: Slide Show > Record Slideshow.
3. File: Export: Create a Video.
4. Upload to e.g. Youtube (* as **public** and **unlisted**), Vimeo or Other.
5. Include a title page, video link and screenshot in a word document and submit to TURNITIN.

Please note other technologies can be used if preferred (e.g. such as Adobe Spark).
*** IMPORTANT:** To receive marks for this assignment, you must make sure your tutor is able to view the video presentation online. Make sure to make the video **public** but **unlisted.**

TURNITIN Submission Template - L4 LDE Assignment 2

Here is the template structure for the word document to submit to the TURNITIN Assigment 2 link. In a word document, **using this template as a guide**, include the following in report format (inc. Cover page and Table of contents), and submit the document to the Assignment 2 TURNITIN link on Moodle. The following is proof that you have completed the assignment in case the video link cannot be accessed.

Report Cover page: Title page. (How to: Create a Report Cover/title page in Word + Video)
> To include: Module Name, Assignment Title, Student Name, student number and Course title.

NEW PAGE: Table of Contents. (How to: Create Automatic Table of Contents in Word + Video)
> To include: items listed below.

NEW PAGE: Task 1 – Self-evaluation.
* A **screenshot** of the task answer from e.g. the PowerPoint or video presentation.

Task 2 – PDP.
1. A link to view/download the PDP from it's cloud storage (e.g. OneDrive, google drive).
2. A **screenshot** of the task answer from e.g. the PowerPoint or video presentation.

Task 3 – Unit 4 topic summary.
* A **screenshot** of the task answer from e.g. the PowerPoint or video presentation.

Task 4 – Video presentation.
1. A **link** to the Video in it's cloud platform (e.g. YouTube).
2. A single **screenshot** of the Video in it's cloud platform (e.g. YouTube).
3. A link to view/download the Presentation (e.g. PowerPoint file) from it's cloud storage (e.g. OneDrive, google drive).

IMPORTANT LINK TEST REMINDER: to ensure your work is accessible by the module tutors for marking, it is important to sign out of the online applications to test the links or use the incognito/private tab to try accessing the links provided in this document. For the work to be marked, it must be accessible to the module tutors for marking.

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: *You should refer to at least 10 such sources in the submission and the appropriate referencing convention should be applied throughout. Ensure you refer to sources within your video and for any images you use the source is acknowledged..*

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: *You should refer back to activities you have undertaken which have helped you to identify gaps you might have in your skill set and which you need to develop in your chosen discipline.*

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: *Your responses to the tasks should be underpinned with reference appropriate evidence.*

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: *You should demonstrate the application of relevant knowledge and tools that you have developed*

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:

- Presentation of work: You should use a template provided to present your development plan. Both the plan and video should be presented professionally using UK English.
- Focus only on the tasks set in the assignment.
- Marks will be deducted from the overall mark where the word count /time limit is exceeded.
- Check spelling and grammar before submission.

Essential Resources:

- *Resources listed on Moodle*
- *The module handbook & reading list*
- *UWTSD Referencing Guide*
- *The below assessment criteria*

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	20	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	20	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice	20	

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 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 principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles

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%**
	material. Substantial inaccuracies.	and/or irrelevant material.		but lacks depth and/or breadth.			
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. Very weak evidence of different approaches to	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation 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%**
	problem-solving in particular contexts.	the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	problem-solving in particular contexts and proposes mostly appropriate solutions.	approaches to problem-solving in particular contexts and proposes appropriate solutions.	approaches to problem-solving in particular contexts and proposes appropriate solutions.	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 exercise of some personal responsibility.	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 of minor weakness.	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.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH