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

LEVEL 4 ASSESSMENT SPECIFICATION

Programme:	Certificate of Higher Education in Health and Social Care		
Module:	Academic and Employability skills		
Module code:	LCHS4001	**Contribution to Overall Module Assessment (%):**	100%
Lecturer:	Dr Lizeta Demetriou	**Internal Verifier:**	Patronella Ganza
Assignment Title:	**ACE Practical Portfolio**	**Word count (or equivalent):**	Practical portfolio of work 3000 words or equivalent
Submission deadline:	**Assessment 1 - Presentation Week 7 (27th, and 28st of March).** **During your class time** **Presentation Slides submitted on 26th of March for all groups** **Assessment 2 – Reflective report Week 11** **26th April 2024**	**Return date of provisional marks & written feedback:**	**Task 1** **26th April 2024** **Task 2** **24th May 2024**
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.** Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		

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.

Module Learning Outcomes (from module syllabus)

AIM(S)

- To provide the student with the underlying study/research strategies and software skills to facilitate effective study in Higher Education.
- To enable the student to take responsibility for their own learning.
- To enable the student to gain confidence and competence as an effective employee by developing a range of employability skills such as reflection, time management and presentation skills

LEARNING OUTCOMES

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.

ASSESSMENT

Assessment Component

Mode of assessment	Volume	Weighting
Practical portfolio of work (Task 1: Individual presentation; Task 2: Academic Report)	3000 words or equivalent*	100%

***see task description below for details of how this is broken up.**

TASK DESCRIPTION

Task 1: Individual presentation (5-10 minutes) – 50% of the final mark

Prepare an oral presentation in which you analyse your employability skills in relation to your intended career.

You will need to discuss **the skills you already have** and the **skills you need to improve** in order to be successful in **your chosen field**, and demonstrate an understanding of that field by referring to published literature.

You will need to prepare 5-10 PowerPoint slides to accompany your presentation.

Further guidelines:

- Show an understanding of the world of work in the chosen sector by citing relevant articles or advice from recruitment agencies, job centres, etc.
- Presentations will be held in **week 7 during class time**.
- The PowerPoint slides will need to be uploaded to Turnitin/Moodle **within the designated deadline.** Students who did not upload their slides before the deadline **will not be allowed to present.**

Task 2: Report (1500 words) – 50% of the final mark

Write an **appropriately structured academic report** where you discuss the importance of **two topics** from the list below for future **personal and professional success.** You should first explain each skill and then discuss their importance. You should also mention tools and techniques introduced in class (e.g., the Pomodoro Technique etc).

In your report, you should also reflect on the **Individual presentation** you delivered in week 7 using a recognized model of reflection (e.g., Kolb's cycle of experiential learning).

Topics to choose from:

1. Time management
2. Academic Writing
3. Paraphrasing
4. Summarising
5. Referencing
6. Reflection
7. CV writing
8. Cover letter writing
9. Note-Taking

Please note: both tasks will be assessed together and you will receive one overall mark. You will be able to see your mark and feedback for the individual presentation under criterion 4.

GENERAL SUBMISSION GUIDANCE

1. All of your submissions must include a title page (or slide for PPT presentations) that clearly states your name, your student number, the module code and title, your lecturer's name, and your assignment title.
2. The second page of your report should be your table of contents
3. Your report should be typed in Arial font, size 12.
4. Your report should be typed with 1.5 line spacing.
5. Your report should have an appropriate structure, include page numbers and have a reference list. You should also have in-text citations in all relevant places.
6. For PPT slides, please follow your lecturer's guidance.

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 can be based on online articles that discuss academic and employability skills from sources such as business magazines, recruiters' websites (e.g., indeed.com), academic analyses, government reports, advice from job centres, job adverts, and similar.

Please note: there is no requirement to use academic journals in this assignment. If in doubt about the suitability/relevance of the source, please consult your lecturer and/or the Academic Support tutor.

For task 2 (Report) you are expected to use minimum 4 sources. You should use a range of sources such as books, online articles and journal articles. You cannot only use online websites.

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 the report, you need to show that you have understood your selected topics and their importance. For example, if you choose time management, you should first define it and the discuss its importance. In

addition, you are expected to explain some of the time management tools introduced in class (e.g., pomodoro technique). You should provide detailed examples to support your arguments.

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 this report, you should demonstrate two things:

1. That you have understood the importance of your selected topics for future personal and professional success.
2. That you can reflect on your PowerPoint presentation using a recognized model of reflection.

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:

Your presentation will be assessed under this criterion.

- You need to show good understanding of the skills needed in your selected field.
- You need to show that you understand what each skill discussed means and be able to give examples. You should clearly discuss your strengths (the skills you currently have) and your weaknesses (the skills you need to develop).
- You should be able to communicate clearly and demonstrate a good level of public speaking/presentations skills. Your slides should have a consistent font and layout, mainly bullet points (not full sentences or paragraphs) and be to the point.

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:

- Your report should be appropriately structured; it should have a cover page, a table of contents and logical sections.
- It should be written using formal language, in clear paragraphs, in a way that conveys the meaning intended.
- You should ensure that the grammar, spelling, punctuation and use of vocabulary are correct and reflect the way you normally write in English. Make sure to proofread your assignment before submission.
- The use of translation and/or paraphrasing software is discouraged but you are welcome to use a dictionary/thesaurus.

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 .	10	
2. Knowledge and Understanding Skills	15	
3. Cognitive and Intellectual Skills	15	
4. Practical Application Skills	50	

5. Transferable Skills for Life and Professional Practice	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 good	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

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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.	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	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without	An adequate awareness and mostly appropriate application of basic methods, materials, tools	A good and appropriate application of basic methods, materials, tools and/or techniques.	A very good application of a range of basic methods, materials, tools and/or techniques.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	and/or techniques. 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.	Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	identification of 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	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	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	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.

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
		skills for employment requiring the exercise of some personal responsibility.	personal responsibility, with some areas of minor weakness.	some of minor weakness.			

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH