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 in Business Skills for the Workplace**		
Module:	**Academic Skills**		
Module code:	**LCLM 4001**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Dr. Lilian Dooshima Dugguh** **Sylvia Hoffmann**	**Internal Verifier:**	**Yohan Mendis** **Dr. Lizeta Demetriou** **Naomi Doerge**
Assignment Title:	**Academic Skills** **Task 1-** Academic Skills Quiz **Task 2** - Application of academic skills exercise **Task 3** - Reflective Writing Task	**Word count (or equivalent):**	**Task 1** – 45 mins **Task 2** – 90 mins **Task 3** – 900 words equivalent
	Task 1 - In-Class Quiz **(Week 5)** Taking place in the week beginning: **3rd of November 2025** **Task 2 –** In-Class Exercise **(Week 7)** Taking place in the week beginning: **17th of November 2025** **Task 3 –** Reflective writing task **(Week 10)**	**Return date of provisional marks & written feedback:**	**Task 1: 5th of December** **Task 2: 19th December 2025** **Task 3: 9th January 2026**

	Taking place in the week beginning: **8th of December 2025**		
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.		
Module Learning Outcomes (from module syllabus)			
Upon the successful completion of this module, the student will be able to: - Show awareness and ability to apply the key academic skills needed to succeed in higher education; - Reflect on their learning.			

TASK DESCRIPTION

Task 1 of 3 (30 Marks): Academic skills quiz – 45 minutes (in class)

In **week 5,** during a scheduled class session, you will complete an academic skills quiz. It will last for 45 minutes, and you are required to complete it within the allocated time.

The quiz will assess your knowledge about **time management techniques, note-taking, finding, assessing, and using information, academic writing style, academic misconduct, and referencing skills**. Some questions may be multiple choice, some may require one - or two-word answers, and you may be required to produce a reference for a source from the elements given. The task must be completed independently.

Task 2 of 3 (40 Marks): Application of academic skills exercise – 90 mins (in class)

In **week 7**, during a scheduled class session, you will complete an application of academic skills exercise during class time. This practical exercise will last for 90 mins, and you must complete it within the allocated time.

The exercise will assess your ability to **take notes from a short text, paraphrase individual sentences,** and **write a paragraph in line with academic conventions**.
The task must be completed independently.

Task 3 of 3 (30 Marks): In-Class Reflective Writing Task - 900 words equivalent (+ /– 10%) – (in class)

In **week 10**, during a scheduled class session, you will complete a reflective writing task.
The purpose of this task is to demonstrate your ability to write reflectively about your learning throughout the Academic Skills module. You will be given a template to help structure your writing. The template will guide you through a reflective model and include prompts to support your thinking and writing.

You will also be provided with a handout containing excerpts from three texts that you have studied and discussed in class. You are expected to incorporate ideas from these texts into your reflection to support your insights and create references for them.
Your reflection should focus on your personal learning journey, including your strengths, areas for improvement, and the impact of the module on your academic and personal development. You should refer to specific experiences such as:

- Task 1 and Task 2
- Class activities and discussions (e.g., topics covered in class such as referencing and paraphrasing)
- Feedback received
- Skills you have developed

The task must be completed independently.

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, including searching for bibliography, using tools to summarise, compare and interrogate materials.	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 rephrasing of your own work within specific standards.	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.	Yes ☒ No ☐

Please see page 8 for a break down on how marks will be allocated according to each of the assessment criteria.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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, organizational 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:

- ***Task 3*** *– You need to demonstrate your ability to integrate ideas from the provided texts and create a minimum of two in-text references and full references.*
- *You need to demonstrate your ability to use the Harvard referencing style when referencing. For further instructions, please use this link.*

2. Knowledge and Understanding Skill

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:

- ***Task 1*** *- You need to demonstrate your awareness and knowledge of the key topics covered in this task by choosing and providing the right responses to the questions asked in the quiz.*

- ***Task 3*** *– You must provide detailed examples of your learning in the classroom in this module.*

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:

- ***Task 3*** *– You should be able to organise your ideas logically. You should also demonstrate your ability to analyse information available from various sources, and you should be able to add your own judgement in interpreting information available to you.*

- *You must show that you are able to generate strong reflections in relation to your learning from this module. Being able to produce stronger analysis of your learning and draw meaningful conclusions will help you to score higher marks.*

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:

- ***Task 2*** *- You need to demonstrate the ability to apply various academic skills that you have learned during this module. For example, your ability to take notes in a specific format, to paraphrase and to write coherent paragraphs.*

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:

- ***Task 3****: You should write using academic writing style, in full sentences (NOT bullet points) and clear paragraphs, in a way that conveys the meaning intended.*

- *Once written, you should ensure you proofread your work to minimise the incidence of grammar, spelling, punctuation and vocabulary errors. The work does not need to*

be perfect but should reflect the way you normally write in English. The use of translation and/or paraphrasing software will not be allowed.

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 Task 1 /30 Task 2 /40 Task 3 /30		Marks available	Marks Awarded
1. Engagement with Literature Skills			
	Task 1	0	
	Task 2	0	
	Task 3	5	
2. Knowledge and Understanding Skills			
	Task 1	30	
	Task 2	0	
	Task 3	10	
3. Cognitive and Intellectual Skills			
	Task 1	0	
	Task 2	0	
	Task 3	10	
4. Practical Application Skills			
	Task 1	0	
	Task 2	40	
	Task 3	0	
5. Transferable Skills for Life and Professional Practice			
	Task 1	0	
	Task 2	0	
	Task 3	5	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and	**Late Submission Penalties (tick if appropriate)**	**%**

marks are to give feedback on module work and are for guidance only until they are confirmed.)	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	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	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	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very	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.

	incoherently or largely absent.	and weak use of referencing.	accurately or consistently.	minor inaccuracies or inconsistencies.	few inaccuracies or inconsistencies.		
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 material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	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 but lacks depth and/or breadth.	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
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	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	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information	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	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.	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	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments

make sound judgements.)	judgements. Minimal or no use of evidence to back up views.	accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Mostly valid arguments and logical judgements.	valid judgements.	devise arguments using evidence and make appropriate and valid judgements.	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 problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools 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	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 problem-solving in particular contexts and proposes mostly appropriate solutions.	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 approaches to problem-solving in particular contexts and proposes appropriate solutions.	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 approaches to problem-solving in particular	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.

			there may be errors.			contexts and proposes appropriate solutions.	
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	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.

		some personal responsibility.					

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH