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

**APPENDIX GA36c**

# LEVEL 6 ASSESSMENT SPECIFICATION

| | | | |
|---|---|---|---|
| **Student name:** | | **Student ID number:** | |
| **Programme:** | **BSc (Hons) Health and Social Care** | | |
| **Module:** | **Community Care and Development** | | |
| **Module code:** | **BMHP6022** | **Contribution to Overall Module Assessment (%):** | **50%** |
| **Lecturer:** | **Jolly Nwankwo** | **Internal Verifier:** | **Dr Eleni Koutsogeorgou-Andreou** |
| **Assignment Title:** | **Component 2: Written Assignment (Report)** | **Word count (or equivalent):** | **2,000 words** |
| **Submission deadline:** | **16th August 2024, 2pm (UK time)** | **Return date of provisional marks & written feedback:** | **13th September 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.)<br>**Alternative submission method (if applicable):**<br>**Late submission of the assessment will result in a late penalty mark:**<br>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.<br>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)** |
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| Upon the successful completion of this module, the student should be able to:<br><br>• Critically examine health, education or wellbeing initiatives that have helped to develop a community<br>• Investigate and critically evaluate innovative digital technologies that could be used to develop communities now and in the future. |

| **Assessment Grid** | | | | |
|---|---|---|---|---|
| **Type of assessment** | **Module Learning Outcome(s)** | **Word count or equivalent** | **Pass mark** | **Weighting** |
| Written Assignment (Report) | LO1, LO2 | 2,000 words (+/-10%) | 40 | 50% |

# TASK DESCRIPTION

*Communities are fluid groups and can vary wildly with respect to ethnicity, race, class, age and culture. An individual may belong to a number of different communities at any one time with a range of different binding characteristics. In looking at these binding characteristics, there will be a number of motivators that encourage activity within these communities.*

**Component 2: Written Assignment (Report) – 2,000 words (+/- 10%) – 50% weighting**

**Topic: Approaches and Initiatives for Addressing Health and Social Needs of a Community**

Based on the same community for which you have identified the health and social care needs in your Component 1, you should write a report of 2,000 words (+/-10%) on the actions or interventions you suggest to address the needs you have identified in your Component 1 for this module and what health promotion and social care activities you suggest for the community of your choice (the same community that you have used in Component 1).

In your report, you should provide a short overview of the community's main characteristics, demographics, and health and social care needs. The main purpose of the report is to identify at least **ONE** distinct approach and initiative (in terms of program you want to organize for the community) that is necessary for health and social improvements within the chosen community and explore the methods used to communicate this information to the

population of focus. You should include causes for which there has been a reasonable amount of effort expended inclusive of campaigns and initiatives detailing the use of media and social communications to promote to the community the intervention suggested.

Following your examination of such techniques, you are required to provide recommendations as to how these would be adapted to suit an increasingly more digital world.

• Display understanding of the diversity and demography of your chosen community
• Explore the health needs and social, cultural, economic, and other issues faced within the community
• Critically examine and evaluate approaches and developments for raising awareness and effecting positive change using one approach and actions.

Include THEORY- POLICY- PRACTICE throughout

*Note: All of the above will be discussed in-depth during lectures.*

**GENERAL SUBMISSION GUIDANCE**

• All submissions must include a cover page with your name, student number, lecturers name, module code and title.
• Use Arial font size 11 with 1.5 line spacing.
• Use an appropriate structure including a contents page with page numbers, clear sections and a reference list following the UWTSD's Harvard Referencing style.

# 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 make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *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:*** *Students must provide a minimum of 20 references throughout this submission. These should include a variety of contemporary research material from credible source comprising of a range of books, articles and digital sources. Should use the University's Harvard Referencing style for in-text citations and the references list.*

**2. Knowledge and Understanding Skills**

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *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. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

***Guidance specific to this assessment:*** *You should elaborate upon the ideas and concepts identified within the literature you have read. With the inclusion of various sources, you should aim to construct your works in your own words and avoid the direct quotation of that of others. In doing so, you demonstrate your own understanding of such ideas and clarify and contextualise the information.*

**3. Cognitive and Intellectual Skills**

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. 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? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing

arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

***Guidance specific to this assessment:*** *Engage in sound critical thinking and develop logical judgement and argument. From the literature you have amassed, you should aim to define one or more perspectives for each argument and from this draw sensible academic conclusions. You will ideally draw conclusions from the concepts covered within your work and consequently provide recommendations for future works of a similar vein.*

**4. Practical Skills**

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. 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 or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. 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. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

***Guidance specific to this assessment:*** *Clearly identify and explore the context of this assignment. You will demonstrate your understanding of research practices in addition to that of your ability to present and reference included information. Show your ability to identify and analyse problems/issues and propose possible solutions. Demonstrate knowledge of the application of concepts and theories into practice.*

**5. Transferable Skills for Life and Professional Practice**

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; 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:*** *Ensure that your submission is clear, informative and well structured. Your report should be written in a fluent and logical manner, include relevant theory and policy and be presented at an academic level appropriate for level 6. An understanding of the importance of the need for change and recommendations for improvement should be illustrated. Demonstrate your academic writing skills by following the guidance given for the style of the document.*

# 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 | |
| Students must provide a minimum of 20 references throughout this submission. These should include a variety of contemporary research material from credible source comprising of a range of books, articles and digital sources. Should use the University's Harvard Referencing style for in-text citations and the references list. | | |
| **2. Knowledge and Understanding Skills** | 20 | |
| You should elaborate upon the ideas and concepts identified within the literature you have read. With the inclusion of various sources. In doing so, you demonstrate your own understanding of such ideas and clarify and contextualise the information. | | |
| **3. Cognitive and Intellectual Skills** | 20 | |
| Engage in sound critical thinking and develop logical judgement and argument. From the literature you have amassed, you should aim to define one or more perspectives for each argument and from this draw sensible academic conclusions. You will ideally draw conclusions from the concepts covered within your work and consequently provide recommendations for future works of a similar vein. | | |
| **4. Practical Application Skills** | 20 | |
| Clearly identify and explore the context of this assignment. You will demonstrate your understanding of research practices in addition to that of your ability to present and reference included information. Show your ability to identify and analyse problems/issues and propose possible solutions. Demonstrate knowledge of the application of concepts and theories into practice. | | |
| **5. Transferable Skills for Life and Professional Practice** | 20 | |
| Ensure that your submission is clear, informative and well structured. Your report should be written in a fluent and logical manner, include relevant theory and policy and be presented at an academic level appropriate for Level 6. An understanding of the importance of the need for change and recommendations for improvement should be illustrated. Demonstrate your academic writing skills by following the guidance given for the style of the document. | | |

| **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 6 |
|---|
| In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature. |

| Level 6 | 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. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently. | Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies. | Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies. | Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing. | Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied. |
| **Knowledge and understanding** (Coherent and detailed | Major gaps in knowledge and systematic understanding of the subject | Gaps in knowledge, with only superficial systematic understanding. | Limited knowledge and systematic understanding of the relevant | Knowledge is reasonably detailed, accurate with a good systematic | Knowledge is reasonably extensive coherent and detailed. | Excellent coherent and detailed knowledge and systematic | Exceptionally coherent and detailed knowledge and systematic |

| Level 6 | 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%** |
| knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.) | matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline. | Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline. | concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship. | understanding of the field of study and to some extent, current research and scholarship. | Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship. | understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base. | understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge. |
| **Cognitive and intellectual skills** (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.) | Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence. | Largely descriptive work, with superficial use of critical evaluation. Weak 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 critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case. | Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on | Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements. | Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts. | Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding |

| Level 6 | 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%** |
| | | | | the basis of reason and evidence. | | | grasp of the broader field and wider concepts. |
| **Practical skills** (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.) | Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts. | Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts. | An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity. | A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts. | A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity. | An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident. | Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques. |
| **Transferable skills for life and professional practice** (Exercise of initiative and | Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised | Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a | Can communicate in a suitable medium but with some room for improvement. | Can communicate effectively in a suitable format, but may have minor errors. | Can communicate well, confidently and consistently in a suitable format. | Can communicate professionally confidently and consistently in a suitable format. | Can communicate with an exceptionally high level of professionalism. |

| Level 6 | 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%** |
| personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.) | and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment. | 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. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment. | Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness. | Mostly coherent, organised 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 required in graduate employment, with some areas of strength and some of minor weakness. | Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness. | Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development. | Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development. |

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