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 Skills for the Workplace (Health & Social Care)**		
Module:	**Psychology in Health and Social Care**		
Module code:	**LCHS4010**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer:	**Dr Shepherd Ziko (Module Leader)**	**Internal Verifier:**	**Dr Besty Jose**
Assignment Title:	**Component 1:** **Individual Presentation**	**Word count (or equivalent):**	**10 minutes**
Submission deadline:	**To be submitted via Turnitin by 2nd November 2026, 10am.** **In-class presentation during Week 6 (week starting 2nd November 2026).**	**Return date of provisional marks & written feedback:**	**30th November 2026**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark:** Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: • You write clearly and concisely. • All students complete the assessment on an equal basis.		

If You Go Over the Word Limit
If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction *or* reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction *or* reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):
- A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over.
- A mark of **49%** would be reduced by 5 marks to **44%**.
- A mark of **47%** at 25–50% over would be reduced to **40%**.
- A mark of **55%** at 25–50% over would be reduced by 10 marks to **45%**.

If You Are Under the Word Limit
If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback
If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

Module Learning Outcomes
(from module syllabus)

Upon the successful completion of this module, the student should be able to:

1. Understand and analyse how theories of lifespan development are applied to health and social care practice.

2. Examine the social and biological determinants of human behaviour in relation to the contexts of health and social care and working with children and young people.

TASK DESCRIPTION

Component 1: Individual Presentation - 10 minutes

Task:

Students are required to produce and deliver an individual PowerPoint presentation demonstrating an understanding of concepts and theoretical perspectives related to lifespan development.

Each student will have a maximum of 10 minutes to present, including time for questions.

Scenario:

You are a practitioner in an early years nursery setting. You are supporting a 3-year-old child named Shona who has recently joined the nursery. Shona is showing signs of anxiety when left by her carers, limited verbal communication, and difficulty engaging in group play. Your role is to understand her developmental needs and contribute to a support plan that promotes her emotional, social, cognitive, and physical wellbeing.

Further Guidance:

1. Choose **ONE** lifespan psychological theory of development relevant to early childhood that you have studied during this module (for example, Bowlby's attachment theory, Piaget's cognitive development theory, or Vygotsky's sociocultural theory).
2. **Explain the theory** clearly, including its key concepts and why it is relevant to early years development.
3. **Apply the theory** to Shona's situation, demonstrating how it helps to explain her current behaviour and developmental needs.
4. **Propose practical strategies or interventions**, based on the chosen theory, that could support Shona's development within the nursery setting.
5. **Consider both biological and environmental influences** ('nature and nurture') and discuss their role in shaping psychological development.
6. **Critically evaluate the usefulness and limitations** of the theory in this health and social care context.

General instructions:

- Ensure that **ALL** content in your presentation is clearly presented and evidence-based.
- Include a reference list with **at least 6 credible academic sources** in the UWTSD's Harvard Referencing style.
- **Please note that you need to present this work to be assessed.**

Use of Generative AI in Assessment

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.	☐

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:

- *We expect to see good use of UWTSD's Harvard Referencing that points to sources agreeing or disagreeing with the argument you are making.*
- *We expect you to find and use a minimum of 6 credible and reliable references, both in-text citations and in the reference list at the end of the presentation, using the UWTSD Harvard referencing style.*

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:

- *We expect to see your understanding of one lifespan psychological theory of development relevant to early childhood that you have studied during this module.*
- *We expect you to show an understanding of the* biological and environmental factors ('nature and nurture') and their role in shaping psychological development based on the given scenario.

3. Cognitive and Intellectual Skills

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? 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:

- *We expect you to evaluate one lifespan psychological theory.*
- *You are expected to provide evidence of critical and analytical thinking.*
- *Provide justification for why your chosen theory is applicable to the developmental stage*

and health and social care context. Please include the theory's usefulness and limitations.

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:

We expect to see practical strategies or interventions based on the theory that could support Shona in her current situation.

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:

- *We expect to see you produce a well-structured PowerPoint presentation and demonstrate adequate oral presentation skills during the presentation.*
- *It is important to have evidence-based arguments with appropriate language and terminology on the selected topic.*
- *Clarity of expression and an ability to respond to questions related to the chosen topic are also required.*

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		
• Good use of UWTSD's Harvard Referencing that points to sources agreeing or disagreeing with the argument the student is making. • Find and use a minimum of 6 credible and reliable references, both in-text citations and in the reference list at the end of the presentation, using the UWTSD Harvard referencing style.	20	
2. Knowledge and Understanding Skills		
• Students should show their understanding of one lifespan psychological theory of development relevant to early childhood that you have studied during this module. • Students should show an understanding of the biological and environmental factors ('nature and nurture') and their role in shaping psychological development based on the given scenario.	20	
3. Cognitive and Intellectual Skills		
• Students should evaluate one lifespan psychological theory. • Students are expected to provide evidence of critical and analytical thinking. • Students should provide justification for why their chosen theory is applicable to the developmental stage and health and social care context. They should include the theory's usefulness and limitations.	20	
4. Practical Application Skills		
Students should use practical strategies or interventions based on the theory that could support Shona in her current situation.	20	
5. Transferable Skills for Life and Professional Practice		
• Students should produce a well-structured PowerPoint presentation and demonstrate adequate oral presentation skills during the presentation. • Students should have evidence-based arguments with appropriate language and terminology on the selected topic. • Clarity of expression and an ability to respond to questions related to the chosen topic are also required.	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)**		**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	Major gaps in knowledge and understanding	Gaps in knowledge of the basic	Limited knowledge and understanding	Knowledge of the basic underlying	Competent knowledge of the basic	Excellent knowledge and understanding	Exceptional, detailed knowledge and

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%**
understanding (Knowledge of the basic underlying concepts and principles of a subject.)	of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	of the basic underlying concepts and principles within the subject area. Some elements may be missing.	concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	underlying concepts and principles. Exhibits very good understanding.	of the basic underlying concepts and principles of the subject.	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 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.	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.

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%**
		Ideas sometimes illogical and contradictory.					
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 there may be errors.	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 contexts and proposes appropriate solutions.	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.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently

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%**
structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	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.	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.	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.	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.	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.	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.	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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