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 Health and Social Care** | | |
| **Module:** | **Empowering the Older Person** | | |
| **Module code:** | **BMHP6027** | **Contribution to Overall Module Assessment (%):** | **50%** |
| **Lecturer:** | Bianca Sanfilippo | **Internal Verifier:** | **Donna Morgan** |
| **Assignment Title:** | **Component 1: Individual Poster Presentation** | **Word count (or equivalent):** | **15 minutes** |
| **Submission deadline:** | Slides Due - Friday 7 August 2026<br><br>Presentations w/c - 10 August 2026, week 10 | **Return date of provisional marks & written feedback:** | 7-Sep-26 |
| **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><br>**Alternative submission method (if applicable):**<br><br>**Late submission of the assessment will result in a late penalty mark:**<br><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><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)** |
|---|
| Upon successful completion of this module you should be able to:<br><br>• Identify and evaluate the care, empowerment and support needs of the older person, and how needs are met by current local and/or national services and provision.<br>• Analyse current and emergent technological provision and innovation in meeting the care, empowerment and support needs of the older person. |

| **Assessment Grid** | | | | |
|---|---|---|---|---|
| **Type of assessment** | **Module Learning Outcome(s)** | **Word count or equivalent** | **Pass mark** | **Weighting** |
| Individual Poster Presentation | LO1, LO2 | 15 minutes | 40 | 50% |

# TASK DESCRIPTION

**Component 1: Individual Poster Presentation (15 minutes per student) – 50% weighting**

**Task: Students should present an individual poster presentation evaluating the care and support needs of older people.**

Each student will have maximum 15 minutes to present the poster.

You can create the poster using Microsoft PowerPoint or Word.

The poster presentation should include the following:

- An introduction
- A critical evaluation of the care, empowerment and support needs of older people. For example, maintaining functional ability, independence, freedom and choice.
- A critical evaluation of the effectiveness and benefit of approaches and interventions, including current provisions in the UK. Explore theory and policy in this area.
- An explanation of the challenges encountered by older people in maintaining their independence and functional ability.
- Recommendations for improvement for services to empower older people.

- A conclusion.
- A references list.

**Cited literature and references should be included to support your presentation. You should include a minimum 15 sources at the end of the submitted poster. The poster should be submitted on Turnitin on Moodle.**

**General Submission Guidance:**

1. All written submissions must include a cover page or slide that clearly states your name, your student number, the module code and title, and your assignment title.
2. Written submissions should be typed in a legible size and format, appropriate for a poster presentation.
3. The UWTSD's Harvard Referencing style should be applied for all references in your assignment.

**Use of Generative AI in Assessment**

| | | |
|---|---|---|
| RESEARCH | For this assessment, you can use Generative AI to support you in research and data analysis. | Yes ☐<br>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 ☒<br>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 ☒<br>No ☐ |
| WRITING | For this assessment, you can use Generative AI to create text for submission. | Yes ☐<br>No ☒ |
| CREATIVE | For this assessment, you can use Generative AI to create creative materials, such as images. | Yes ☒<br>No ☐ |
| PROGRAMING | For this assessment, you can use Generative AI to create and check code. | Yes ☐<br>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 ☐<br>No ☐ |

**Note: All students who use AI in their assignments must follow the University guidance for acknowledgement and use of AI (you can find the relevant information on the module's page on Moodle). If you have any questions about this, please speak to your lecturer.**

# 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:***

- *Within the discussion you must cite extensive references (minimum of 15 sources), these should be credible and reliable and presented correctly using the University's Harvard referencing system (including in-text and verbal citation).*
- *Your sources should be varied and include books, peer reviewed journals, and appropriate websites (such as government websites, ONS, AgeUK etc.)*

**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:***

- *Ensure that your work addresses the criteria set out in the task description*
- *Demonstrate knowledge and understanding of current and emergent technology in Health and Social Care sector- particularly with regard to the needs, care and empowerment of older people.*
- *Consider current service provision and approaches in the UK.*
- *Explore theory and policy in this area.*

**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:***

- *You should aim to think critically and compare your findings, throughout.*
- *Critical evaluation of the care and support needs as well as of the efficacy of current policy and services should be undertaken.*
- *Evidence based recommendations for improvement should be included (e.g. if things are not working, what can be done differently?)*

**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 establish your context and relate/link concepts ideas etc. discussed, directly to this.*
- *Look at and critically examine what seems to work effectively and why this may be (anonymised/published real life examples or case studies can be used)*
- *Include examples of best practice.*
- *Identify barriers to the successful implementation of any recommendations made and propose possible solutions to these.*

**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:***

- *During the presentation you should demonstrate clarity of expression and professional conduct.*
- *Ensure that your slides are clear, informative, and well-structured, and follow a logical progression.*
- *This assignment should be written and presented in an academic style appropriate for Level 6.*

# 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** | | |
| Within the discussion you must cite extensive references (minimum of 15 sources), these should be credible and reliable and presented correctly using the University's Harvard referencing system (including in-text and verbal citation). Sources should be varied and include books, peer reviewed journals, and appropriate websites (such as government websites, ONS, AgeUK etc.) | 20 | |
| **2. Knowledge and Understanding Skills** | | |
| Ensure that your work addresses the criteria set out in the task description. Demonstrate knowledge and understanding of current and emergent technology in Health and Social Care sector- particularly with regard to the needs, care and empowerment of older people. Consider current service provision and approaches in the UK. Explore theory and policy in this area. | 20 | |
| **3. Cognitive and Intellectual Skills** | | |
| You should aim to think critically and compare your findings, throughout. Critical evaluation of the care and support needs as well as of the efficacy of current policy and services should be undertaken. Evidence based recommendations for improvement should be included. | 20 | |
| **4. Practical Application Skills** | | |
| Clearly identify and establish your context and relate/link concepts ideas etc. discussed, directly to this. Look at and critically examine what seems to work effectively and why this may be (anonymised/published real life examples or case studies can be used). Include examples of best practice. Identify barriers to the successful implementation of any recommendations made and propose possible solutions to these. | 20 | |
| **5. Transferable Skills for Life and Professional Practice** | | |
| During the presentation you should demonstrate clarity of expression and professional conduct. Ensure that your slides are clear, informative, and well-structured, and follow a logical progression. This assignment should be written and presented in an academic style appropriate for Level 6. | 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 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. |

**THIS DOCUMENT IS ALSO AVAILABLE IN WELSH**