ECAD5010C Ymchwilio i'r Dysgu: beth, sut a pham ydw i'n addysgu?

ECAD5010 Researching the learning: what, how and why am I teaching?

Barod ar gyfer y 'Diwrnod Ymchwil'
Ready for the 'Research Day'

Sesiwn - Session 11 & 12

Yn y sesiwn yma byddwn yn edrych ar:
In this session we will look at:

- Paratoi ar gyfer y Diwrnod Ymchwil - Preparing for the 'Research Day'
- Review assignment specification - Adolygu manyleb yr aseiniad

Paratoi ar gyfer Diwrnod Ymchwil

Research Day prep…

- ✓Ffurflen Foeseg
- ✓Ffurflen Caniatâd/cydsyniad
- ✓Holiadur
- ✓Cwestiynau Cyfweliad

- ✓The Ethics Form
- ✓Consent/Assent Form
- ✓Questionnaire
- ✓Interview questions

Paratoi - Preparation

Cwestiwn Ymchwil: Beth yw canfyddiadau staff/dysgwyr o Asesu ar gyfer Dysgu?

* Dewis un elfen o AagD, e.e. Rhannu MPLl

Dyluniwch **fethodoleg** ar gyfer eich Cwestiwn Ymchwil:

✓Cwestiynau cyfweld

✓Holiadur

Research Question: What are the staff/ learners' perceptions of Assessment for Learning?

* Choose one element of AfL, e.g. Sharing Success Criteria

Design a **methodology** for your RQ:

✓ Interview questions

✓A questionnaire

Cam 1…

- Creu Cwestiwn ymchwil

1st Step…

- Create a RQ

Camau nesaf...

- Creu **holiadur** a **chwestiynau cyfweliad** ar gyfer ateb eich CY.

*Cofiwch edrych ar y **llenyddiaeth** am syniadau **cyn** creu eich holiadur a chwestiynau cyfweld.

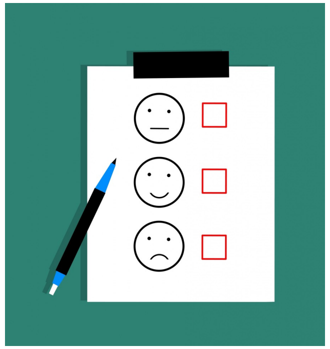
Next steps...

- Create a **questionnaire** and **interview questions** to answer your RQ.

*Remember to look at the **literature** for ideas before creating the questionnaire and interview questions.

Holiadur ar-lein Online Questionnaire

- Amser: dim mwy na 10 munud i'w gwblhau. Efallai bod 5 munud yn ddigonol.
- Amrywiwch eich cwestiynau
- Ystyriwch drefn y cwestiynau
- Peilotwch eich holiadur



- Duration: no more than 10 minutes to complete. 5 minutes may be enough
- Include a variety of questions
- Consider the order of questions
- Pilot your questionnaire

Cwestiynau Cyfweliad

Interview questions

- Hyd: 15-30 munud
- Osgoi gofyn cwestiynau arweiniol a chaeedig.
- Cofiwch ansawdd y cwestiynau yn bwysiach na nifer y cwestiynau!
- Peilowch eich cwestiynau cyfweld

- Duration: 15-30 minutes
- Avoid asking lead and closed questions
- Remember that the quality of the questions is far more important than the number of questions!
- Pilot your interview questions

PWYSIG - IMPORTANT

- Rhaid gwirio eich holiadur gyda'r tiwtor CYN y Diwrnod Ymchwil.
- Os nad ydych, NI fyddwch yn gallu dosbarthu'r holiadur a chynnal y cyfweliad ar y Diwrnod Ymchwil.

- You must check your questionnaire with a tutor BEFORE the Research Day.
- If you don't, then you will NOT be able to distribute your questionnaire or conduct the interview during the Research Day.

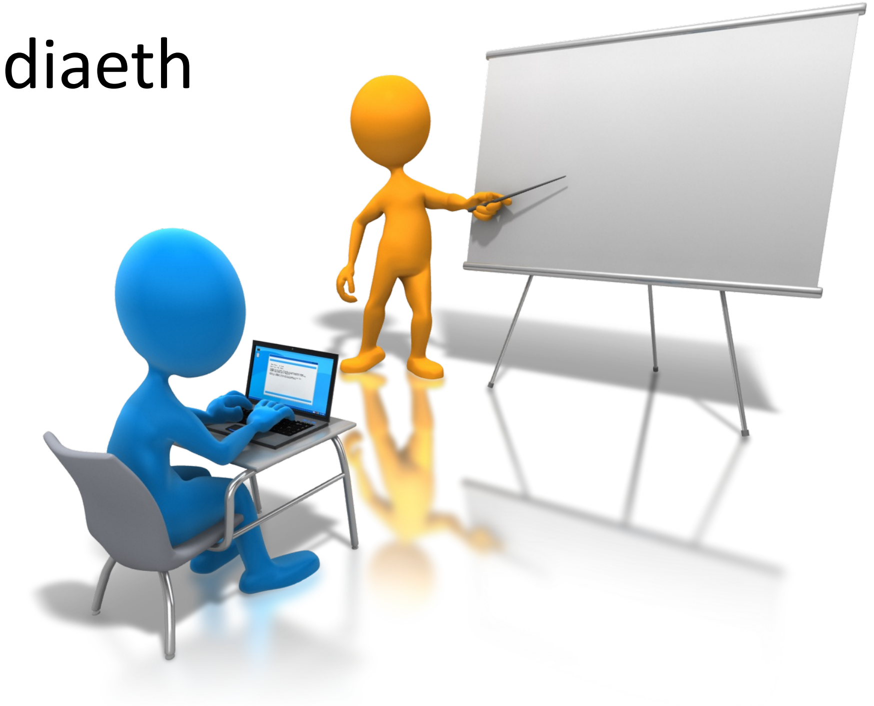
- ✓Holiadur – gwirio cwestiynau cyfweld
- ✓Cyfweliad – gwirio cwestiynau cyfweld
- ✓Ffurflen Foeseg
- ✓Caniatâd/Cydsyniad

- ✓Questionnaire – check the questions
- ✓Interview – check interview questions
- ✓Ethics form
- ✓Consent information

Cyflwyno eich cynnig ymchwil

Present your research proposal

- Cwestiwn Ymchwil
- Adolygiad Llenyddiaeth
- Methodoleg
- Moeseg



- Research Question (RQ)
- Literature Review
- Methodology
- Ethics

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Gweithdy Cefnogaeth Aseiniad

Assignment support workshop

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Yn y sesiwn yma byddwn yn:

In this session we will:

- Adolygu cynnwys manyleb yr aseiniad
- Coladu unrhyw gwestiynau sydd gennych am yr aseiniad

Review assignment spec and content

Collate any questions regarding the assignment.

Module Learning Outcomes (from module syllabus)
Upon the successful completion of this module, the student-teacher should be able to demonstrate the ability to: • Develop increasing knowledge and skill in selecting and using a range of research tools to generate data and evidence which can inform personal practice; • Justify the application of research tools in the classroom to gain insight into an aspect of teaching and learning; • Develop the disposition of being a skilled researcher through careful analysis and evaluation of data and relate this to personal practice; • Show an increased understanding that education is a contested terrain and that different perspectives can co-exist in research; • Secure the dispositions of being an ethical researcher by identifying ethical practice in the complex learning environment of the classroom.

Deilliannau Dysgu'r Modwl
(o faes llafur y modwl)

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu dangos y gallu i:

- ddatblygu gwybodaeth a sgiliau cynyddol wrth ddewis a defnyddio ystod o offer ymchwil i gynhyrchu data a thystiolaeth a all lywio arfer personol;
- cyfiawnhau cymhwyso offer ymchwil yn yr ystafell ddosbarth i gael dirnadaeth o agwedd ar ddysgu ac addysgu;
- datblygu'r nodwedd o fod yn ymchwilydd medrus trwy ddadansoddi a gwerthuso data'n ofalus a chysylltu hyn ag arfer personol;
- dangos dealltwriaeth gynyddol fod addysg yn faes dadleuol ac y gall gwahanol bersbectifau gydfodoli mewn ymchwil;
- sicrhau nodweddion bod yn ymchwilydd moesegol trwy adnabod arfer moesegol yn amgylchedd dysgu cymhleth yr ystafell ddosbarth.

TASK DESCRIPTION

Title: Design and conduct a small-scale research study, and critically evaluate the chosen research tools and the impact of findings on the learner and on your professional practice.

The word count for this assignment is equivalent to **4000** words (**3500** words for the written text; ethics form and appendix equivalent to **500** words).

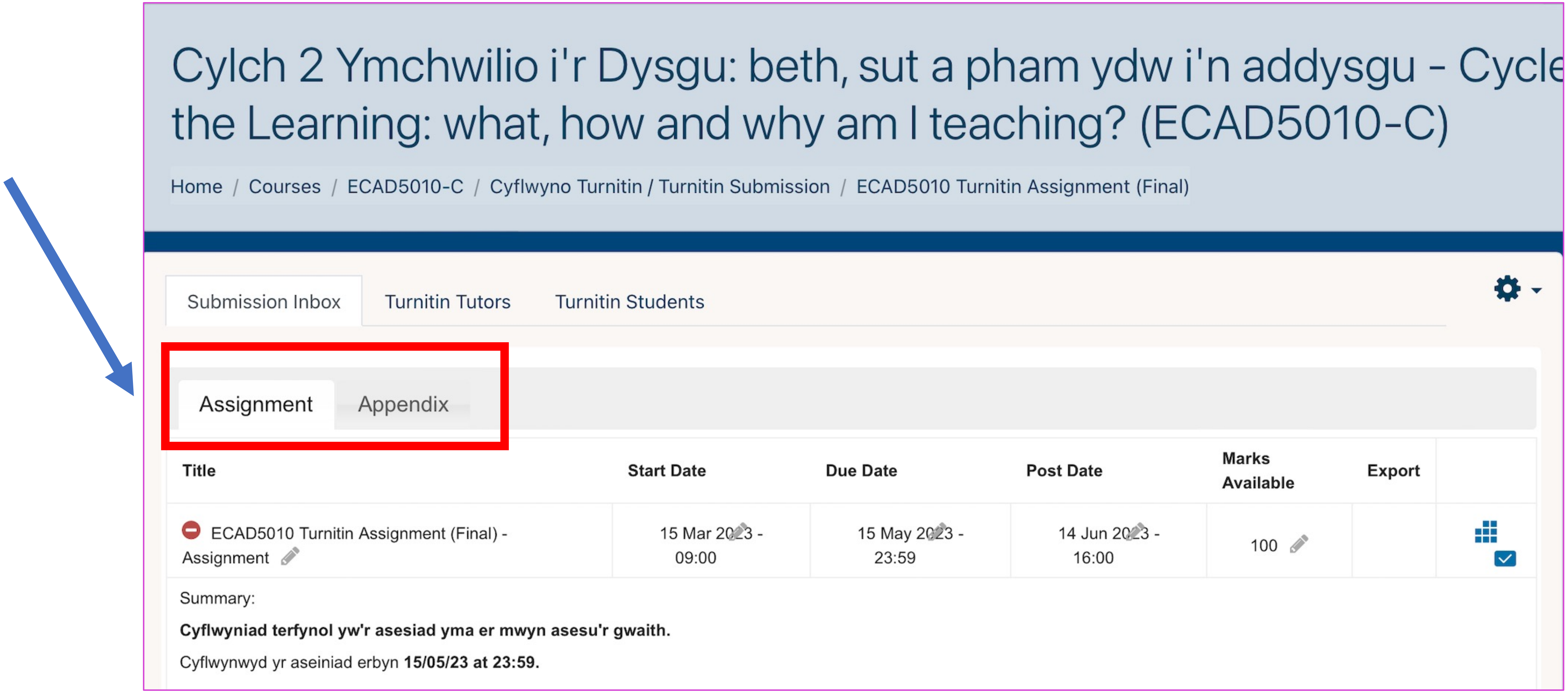
A typical assignment will be 3500 words (+/- 10%) including tables, figures and captions. You should include a word count with your work.

Submission of work:

Work should be submitted to Turnitin as follows:

To the **'Part 1'** site - Title page (including student code and research question), text-assignment, reference list.

To the **'Part 2'** site – Appendices (These should include ethics form, research tools (e.g. questionnaire, interviews, details of the consent process.)


Cylch 2 Ymchwilio i'r Dysgu: beth, sut a pham ydw i'n addysgu - Cycle
the Learning: what, how and why am I teaching? (ECAD5010-C)
Home / Courses / ECAD5010-C / Cyflwyno Turnitin / Turnitin Submission / ECAD5010 Turnitin Assignment (Final)
Submission Inbox
Turnitin Tutors
Turnitin Students
Assignment
Appendix
Title
Start Date
Due Date
Post Date
Marks Available
Export
ECAD5010 Turnitin Assignment (Final) - Assignment
15 Mar 2023 - 09:00
15 May 2023 - 23:59
14 Jun 2023 - 16:00
100
Summary:
Cyflwyniad terfynol yw'r asesiad yma er mwyn asesu'r gwaith.
Cyflwynwyd yr aseiniad erbyn 15/05/23 at 23:59.

DISGRIFIAD O'R DASG

TEITL: Dylunio a chynnal astudiaeth ymchwil ar raddfa fach, a gwerthuso'n feirniadol effaith offer ymchwil a ddewiswyd, a'r data, ar y dysgwr ac ar eich ymarfer proffesiynol.

Mae'r nifer geiriau ar gyfer yr aseiniad hwn yn cyfateb i **4000 o eiriau** (**3500** gair ar gyfer y testun ysgrifenedig; ffurflen foeseg ac atodiad sy'n cyfateb i **500** gair).

Aseiniad nodweddiadol fydd 3500 gair (+/- 10%) gan gynnwys tablau, ffigurau a chapsiynau. Dylech gynnwys cyfanswm geiriau gyda'ch gwaith.

Cyflwyno'r gwaith

Dylech gyflwyno'r gwaith drwy Turnitin fel a ganlyn:

I safle **'Rhan 1' -** Tudalen deitl (gan gynnwys cod myfyriwr a chwestiwn ymchwil), testun traethawd, rhestr gyfeirio.

I safle **'Rhan 2'** - Atodiadau (Dylai'r rhain gynnwys ffurf moeseg, offer ymchwil (e.e. holiadur, cyfweliadau, manylion o'r broses caniatâd).

Cylch 2 Ymchwilio i'r Dysgu: beth, sut a pham ydw i'n addysgu - Cycle the Learning: what, how and why am I teaching? (ECAD5010-C)

Home / Courses / ECAD5010-C / Cyflwyno Turnitin / Turnitin Submission / Aseiniad Turnitin ECAD5010C (Terfynol)

Submission Inbox | Turnitin Tutors | Turnitin Students

Aseiniad | Atodiad

Title	Start Date	Due Date	Post Date	Marks Available	Export
Aseiniad Turnitin ECAD5010C (Terfynol) - Aseiniad	15 Mar 2023 - 09:00	15 May 2023 - 23:59	14 Jun 2023 - 16:00	100	

Summary:

Cyflwyniad terfynol yw'r asesiad yma er mwyn asesu'r gwaith.

Cyflwynwyd yr aseiniad erbyn **15/05/23 at 23:59.**

Strwythur yr Aseiniad

Structure of the Assignment

- Cyflwyniad
- Adolygiad Llenyddiaeth
- Methodoleg
- Canlyniadau a Thrafodaeth
- Casgliad

- Introduction
- Literature Review
- Methodology
- Results and Discussion
- Conclusion

INTRODUCTION

Assignment structure

This section provides a suggested structure for your assignment although please note that it is a guidance only; you should therefore not allow the guidance to limit your writing**. Throughout the assignment, avoid making claims without supporting them with your reading.**

	Indicative guide to word count
Introduction (aims, focus and purpose of the research) In this section you should outline what you are about to discuss.: • aims of the study and your rationale for writing it, e.g., *learners and staff perceptions of AfL; improve professional practice* • a definition of the research question and any key terms, e.g., *AfL; your chosen aspect (e.g., feedback)* • research context (briefly describe the setting context (background of the study and why it is important, e.g., *how AfL is core to 'Curriculum for Wales')* • your hypothesis – what you think is happening, e.g., *if you wish you may note your initial thoughts of learners and staff perceptions of your chosen focus of AfL.* • a brief synopsis of the research tools you will use to explore your topic, e.g., *for this research you will be using the 'Mosaic Approach' and your research tools will be interview and a questionnaire.*	300

CYFLWYNIAD

Strwythur yr Aseiniad

Mae'r adran hon yn darparu strwythur a awgrymir ar gyfer eich aseiniad ond nodwch mai canllaw yn unig ydyw; felly ni ddylech ganiatáu i'r arweiniad gyfyngu ar eich ysgrifennu. **Trwy gydol yr aseiniad, ceisiwch osgoi gwneud hawliadau heb eu cefnogi gyda'ch darllen.**

	Canllaw dangosol i gyfrif geiriau
Cyflwyniad (nodau, ffocws a phwrpas yr ymchwil) Yn yr adran hon dylech amlinellu'r hyn rydych chi ar fin ei drafod: • nod ac amcanion yr astudiaeth a'ch rhesymeg dros ei ysgrifennu, e.e. *canfyddiadau dysgwyr a staff o AagD; gwella ymarfer proffesiynol* • diffiniad o'r cwestiwn ac unrhyw dermau allweddol, e.e. *AagD; eich elfen dewisol (e.e. adborth)* • cyd-destun yr ymchwil (disgrifiwch yn fras y cyd—destun (cefndir yr astudiaeth a pham ei bod yn bwysig, e.e. *sut mae AagD yn ganolog i'r Cwricwlwm i Gymru', ayb)* • eich rhagdybiaeth - beth sy'n digwydd yn eich barn chi, e.e. *os dymunwch gallwch nodi beth ydy eich rhagdybiaeth chi o ganfyddiadau staff a dysgwyr o AagD, cyn cynnal yr ymchwil* • crynodeb byr o'r offer ymchwil y byddwch chi'n eu defnyddio i archwilio'ch pwnc, e.e. *ar gyfer yr ymchwiliad hyn byddaf yn defnyddio 'Agwedd Mosaig' a'r offer ymchwil yw holiadur a chyfweliad.*	300

LITERATURE REVIEW

Literature Review (short overview of relevant literature) You should demonstrate in this section that you: • have a good understanding of your research topic • can place it within an academic context • can identify important research that has been done that is relevant to it • are aware of different viewpoints about your topic • that you are aware of the work of key authors and recent research in your chosen area ** In the Literature Review you will be discussing what has been written about AfL focusing on your chosen AfL element, e.g. a brief definition of assessment; 2 types of assessment; AfL – 4 elements of AfL – and then* ***in-depth discussion*** *on your chosen AfL element, e.g. sharing success criteria with learners*	800

ADOLYGIAD LLENYDDIAETH

Adolygiad Llenyddiaeth (Trosolwg byr o lenyddiaeth berthnasol) Dylech ddangos yn yr adran hon eich bod: • â dealltwriaeth dda o'ch pwnc ymchwil • yn gallu ei osod mewn cyd-destun academaidd • yn gallu nodi ymchwil bwysig a wnaed sy'n berthnasol iddo • yn ymwybodol o wahanol safbwyntiau am eich pwnc • yn gallu dangos sut mae'ch ymchwil yn berthnasol i ymchwil a gynhaliwyd o'r blaen • yn ymwybodol o waith awduron allweddol ac ymchwil ddiweddar yn eich maes dewisol **** Yn yr Adolygiad Llenyddiaeth byddwch yn trafod beth sydd wedi ei ysgrifennu eisoes ar AagD gan ganolbwyntio ar eich elfen AagD dewisol, e.e. trafodaeth fer ar ddiffinio asesu, mathau o asesu, 4 elfen o AagD, yna* ***trafodaeth fanylach*** *ar eich elfen AagD dewisol, e.e. rhannu meini prawf llwyddiant gyda'r dysgwyr.*	800

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Your essay requires engagement with academic literature/theory; therefore, you should ensure that your literature comes from a range of sources such as textbooks and academic journals. Through reference to the literature, you should demonstrate your knowledge and understanding of your chosen research focus and research tools. You could also refer to relevant Welsh Government publications, including curriculum documentation, and any other reports (e.g. WG, Estyn) that are relevant to your research focus.

CANLLAWIAU I FYFYRWYR WRTH GWBLHAU TASGAU

SYLWER: Mae'r canllawiau a nodir isod yn gysylltiedig â'r pum maen prawf asesu generig drosodd.

1. Sgiliau Ymgysylltu â Llenyddiaeth

Mae'n rhaid i'ch gwaith gael ei lywio a'i gefnogi gan ddeunydd ysgolheigaidd sy'n *berthnasol* i'r dasg/tasgau a osodwyd ac sy'n *canolbwyntio* arni/arnynt. Dylech ddarparu tystiolaeth i ddangos eich bod wedi cael mynediad at *ystod* briodol o ffynonellau, a allai fod yn academaidd, yn llywodraethol a diwydiannol; gall y ffynonellau hyn gynnwys erthyglau cyfnodolion academaidd, gwerslyfrau, erthyglau newyddion cyfredol, dogfennau sefydliadol a gwefannau. Dylech ystyried *hygrededd* eich ffynonellau; fel arfer mae cyfnodolion academaidd yn ffynonellau credadwy iawn, ond mae'n rhaid ystyried/dethol gwefannau'n ofalus iawn a dylid eu defnyddio'n gynnil. Dylai unrhyw ffynhonnell a ddefnyddiwch fod yn gyfredol, a'r rhan fwyaf wedi'u cyhoeddi o fewn y pum mlynedd diwethaf, er y gall darnau arloesol/pwysig o waith yn y maes fod yn hŷn. Rhaid i chi ddarparu *tystiolaeth* o'ch ymchwil/gwaith darllen eich hun trwy gydol eich gwaith, gan ddefnyddio system gyfeirnodi addas, yn cynnwys cyfeiriadau yn y testun ym mhrif ran eich gwaith a rhestr gyfeiriadau ar ddiwedd eich gwaith.

Canllawiau penodol i'r asesiad hwn:

Mae angen ymgysylltu â llenyddiaeth / theori academaidd yn y traethawd; felly, dylech sicrhau bod eich llenyddiaeth yn dod o ystod o ffynonellau fel gwerslyfrau a chyfnodolion academaidd. Trwy gyfeirio at y llenyddiaeth, dylech ddangos eich gwybodaeth a'ch dealltwriaeth o'r ffocws ymchwil a'r offer ymchwil o'ch dewis. Gallech hefyd gyfeirio at gyhoeddiadau perthnasol Llywodraeth Cymru, gan gynnwys dogfennaeth y cwricwlwm, ac unrhyw adroddiadau eraill (e.e. LlC, Estyn) sy'n berthnasol i'ch ffocws ymchwil

METHODOLOGY

Methodology In this section you should outline your research design and methodology, and critically evaluate your chosen research tools. You should also demonstrate your understanding of ethical issues when conducting research work. Therefore, in the section you should: • outline your research design and methodology, e.g., *used a pragmatic approach (mixed method) - Mosaic Approach* • justify and evaluate the research tools you used, e.g., *interview, questionnaire* • provide sufficient detail about the research design and sample that the study could be replicated, e.g. sample – *number of questionnaires, interview, etc;* how the evidence was collected *(i.e. details about the Research Day;* how the evidence will be analysed *(i.e. quantitative data (graphs/tables); qualitative data (e.g. coding).* • discuss any limitations of your study and make suggestions about how it can be improved., e.g. what would you different next time, e.g. *interview children; observe children during a lesson, etc.* • discuss ethical issues when doing research in a classroom (link to Ethics form), e.g. *BERA Guidelines, consent form, confidentiality, anonymity, etc.*	1000

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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.

Guidance specific to this assessment:

With reference to your own practice, you should demonstrate a systematic understanding of classroom research and of the benefits and drawbacks of using your chosen research tools as a method of research. Knowledge of the background of, and theory behind, your chosen research focus should also be demonstrated. You should critically reflect on relevant ethical frameworks that underpin educational research and consider specific ethical implications of research for and with children within your context.

METHODOLEG

Methodoleg Yn yr adran hon dylech amlinellu eich dyluniad a'ch methodoleg ymchwil, a gwerthuso'n feirniadol yr offer ymchwil o'ch dewis. Dylech hefyd ddangos eich dealltwriaeth o faterion moesegol wrth gynnal gwaith ymchwil. Felly, yn yr adran dylech: • amlinellu eich dyluniad ymchwil a'ch methodoleg, h.y.esboniwch pa fethodoleg ac offer ymchwilio y gwnaethoch chi eu defnyddio er mwyn ateb eich cwestiwn ymchwil, e.e. agwedd pragmataidd (dull cymysg) - *Agwedd Mosaig* • cyfiawnhau a gwerthuso'r offer ymchwilio a ddefnyddiwyd gennych, e.e. *cyfweliad, holiaduron* • cynnwys manylion am sut y casglwyd a dadansoddwyd y dystiolaeth, gan ddarparu digon o fanylion fel y gellid ailadrodd yr astudiaeth (e.e. manylion am gynnwys y diwrnod ymchwil, y sampl (maint y sampl, pwy oedd y cyfranogwyr); manylion am y broses o gasglu'r data, cofnodi'r data a dadansoddi'r data, e.e. data meintiol (graffiau/tablau); data ansoddol (e.e. codio)	1000
• trafod unrhyw gyfyngiadau ar eich astudiaeth a gwneud awgrymiadau ynghylch sut y gellir ei wella, e.e. *beth fyddech yn newid petaech yn ail-wneud yr ymchwil, e.e. cyfweld plant, cyfweld athrawon, arsylwi plant; cynnwys sampl mwy, ayyb.* • trafod materion moesegol wrth wneud ymchwil mewn ystafell ddosbarth (cysylltu hyn â'r ffurflen Foeseg), e.e. *Canllawiau BERA, ffurflen ganiatâd, cyfrinachedd, anhysbysrwydd,ayyb.)*	

2. Sgiliau Gwybodaeth a Dealltwriaeth

Ar lefel 5, dylech allu dangos: gwybodaeth gadarn a dealltwriaeth feirniadol o gysyniadau ac egwyddorion sefydledig y maes pwnc a'r ffordd y mae'r egwyddorion hynny wedi datblygu; gwybodaeth am y prif ddulliau ymholi yn y ddisgyblaeth. Mae *gwybodaeth* yn ymwneud â'r ffeithiau, y wybodaeth a'r sgiliau rydych wedi'u caffael trwy eich dysgu. Rydych yn arddangos eich *dealltwriaeth* trwy ddehongli ystyr y ffeithiau a'r wybodaeth. Golyga hyn fod arnoch angen dethol a chynnwys yn eich gwaith y cysyniadau, y technegau, y modelau, a'r theorïau ac ati sy'n briodol i'r dasg/tasgau a osodwyd. Dylech allu esbonio'r damcaniaethau, cysyniadau ayyb, yn ystyrlon i ddangos eich dealltwriaeth. Hefyd bydd eich marc/gradd yn amodol ar y *graddau* rydych yn arddangos eich gwybodaeth a'ch dealltwriaeth.

Canllawiau penodol i'r asesiad hwn:

Gan gyfeirio at eich ymarfer eich hun, dylech ddangos dealltwriaeth systematig o ymchwil ystafell ddosbarth ac o fanteision ac anfanteision defnyddio'r offer ymchwil a ddewiswyd gennych fel dull ymchwil. Dylid hefyd ddangos gwybodaeth am gefndir y ffocws ymchwil o'ch dewis, a'r theori y tu ôl iddo. Dylech fyfyrio'n feirniadol ar fframweithiau moesegol perthnasol sy'n sail i ymchwil addysgol ac ystyried goblygiadau moesegol penodol ymchwil ar gyfer a gyda phlant yn eich cyd-destun

Findings & Discussion

Findings and Discussion In this section you should: • provide a clear and unambiguous description and explanation of what you found out • relate your evidence to the research question and the literature review • describe and explain any tables and graphs if relevant (quantitative study), e.g. *questionnaires* • describe and explain the results of the interviews (qualitative study) and questionnaires. • discuss the significance of your results • make appropriate links with your literature review • discuss any relevant controversies or issues	1000

Canlyniadau a Thrafodaeth

Canlyniadau a Thrafodaeth Yn yr adarn hon dylech: • ddarparu disgrifiad ac esboniad clir a diamwys o'r hyn y gwnaethoch ei ddarganfod • cysylltu eich tystiolaeth â'r cwestiwn ymchwil a'r adolygiad llenyddiaeth • disgrifio ac egluro unrhyw dablau a graffiau os yw'n berthnasol (astudiaeth feintiol*), e.e. holiaduron* • disgrifio ac egluro canlyniadau cyfweliadau gan gyfranogwyr (astudiaeth ansoddol) ac hefyd holiaduron. • trafod arwyddocâd eich canlyniadau • gwneud cysylltiadau priodol â'ch adolygiad llenyddiaeth • trafod unrhyw ddadleuon neu faterion perthnasol	1000

Conclusion

Conclusion The conclusion should be drawn from your discussion of the literature review and your research findings. You should: • briefly summarise the aims of your study • draw sensible conclusions which follow on from your evidence and findings, e.g. *2 or 3 main points you have drawn when looking at the lit review and research findings as a whole* • discuss your professional learning as a result of undertaking the study, e.g. *how will this improve our professional practice, i.e. your understanding of AfL and your future teaching* • make appropriate recommendations for transforming your personal practice – based on a critical evaluation of the research findings and process.	400

Casgliad

Casgliad Dylid llunio'r casgliad o'ch trafodaeth ar yr adolygiad llenyddiaeth a'ch canfyddiadau ymchwil. Fe ddylech chi: • grynhoi nodau eich astudiaeth yn fyr • dod i gasgliadau synhwyrol o'ch tystiolaeth a'ch canfyddiadau, e.e. *2 neu 3 prif bwynt wrth i chi edrych ar yr adolygiad llenyddiaeth a chanlyniadau'r ymchwil gyda'i gilydd* • trafod eich dysgu proffesiynol o ganlyniad i gynnal yr astudiaeth, e.e. sut y bydd y profiad hyn yn gwella eich arfer proffesiynol yn y dosbarth, e.e. *o ran eich gwybodaeth a'ch dealltwriaeth personol o AagD – cynllunio gwersi ac hefyd yr addysgu* • gwneud argymhellion priodol ar gyfer trawsnewid eich ymarfer personol - yn seiliedig ar werthusiad beirniadol o ganfyddiadau a phroses yr ymchwil.	400

APPENDIX

Appendices

You should include the following in the appendix: Ethics form; Consent information; Questionnaire; Interview questions. You may include interview transcript, graphs, charts.

Reference list

This should include all materials specifically referred to within the text.

*The **appendices** and the **references** are **not included** in the word count.

Atodiad

Atodiadau
Dylech gynnwys yn yr adran hon: Ffurflen Foeseg; Holiadur; Cwestiynau Cyfweliad; Gwybodaeth Cydsynio a Chaniatad. Gallech hefyd gynnwys graffiau, siartiau, trawsgrifiad o'r cyfweliad.

Rhestr gyfeirio
Dylai hyn gynnwys yr holl ddeunyddiau y cyfeirir atynt yn benodol yn y testun

***Nid** yw'r **atodiadau** na'r **cyfeiriadau** wedi'u cynnwys yn y nifer geiriau.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Your essay requires engagement with academic literature/theory; therefore, you should ensure that your literature comes from a range of sources such as textbooks and academic journals. Through reference to the literature, you should demonstrate your knowledge and understanding of your chosen research focus and research tools. You could also refer to relevant Welsh Government publications, including curriculum documentation, and any other reports (e.g. WG, Estyn) that are relevant to your research focus.

CANLLAWIAU I FYFYRWYR WRTH GWBLHAU TASGAU

SYLWER: Mae'r canllawiau a nodir isod yn gysylltiedig â'r pum maen prawf asesu generig drosodd.

1. Sgiliau Ymgysylltu â Llenyddiaeth

Mae'n rhaid i'ch gwaith gael ei lywio a'i gefnogi gan ddeunydd ysgolheigaidd sy'n *berthnasol* i'r dasg/tasgau a osodwyd ac sy'n *canolbwyntio* arni/arnynt. Dylech ddarparu tystiolaeth i ddangos eich bod wedi cael mynediad at *ystod* briodol o ffynonellau, a allai fod yn academaidd, yn llywodraethol a diwydiannol; gall y ffynonellau hyn gynnwys erthyglau cyfnodolion academaidd, gwerslyfrau, erthyglau newyddion cyfredol, dogfennau sefydliadol a gwefannau. Dylech ystyried *hygrededd* eich ffynonellau; fel arfer mae cyfnodolion academaidd yn ffynonellau credadwy iawn, ond mae'n rhaid ystyried/dethol gwefannau'n ofalus iawn a dylid eu defnyddio'n gynnil. Dylai unrhyw ffynhonnell a ddefnyddiwch fod yn gyfredol, a'r rhan fwyaf wedi'u cyhoeddi o fewn y pum mlynedd diwethaf, er y gall darnau arloesol/pwysig o waith yn y maes fod yn hŷn. Rhaid i chi ddarparu *tystiolaeth* o'ch ymchwil/gwaith darllen eich hun trwy gydol eich gwaith, gan ddefnyddio system gyfeirnodi addas, yn cynnwys cyfeiriadau yn y testun ym mhrif ran eich gwaith a rhestr gyfeiriadau ar ddiwedd eich gwaith.

Canllawiau penodol i'r asesiad hwn:

Mae angen ymgysylltu â llenyddiaeth / theori academaidd yn y traethawd; felly, dylech sicrhau bod eich llenyddiaeth yn dod o ystod o ffynonellau fel gwerslyfrau a chyfnodolion academaidd. Trwy gyfeirio at y llenyddiaeth, dylech ddangos eich gwybodaeth a'ch dealltwriaeth o'r ffocws ymchwil a'r offer ymchwil o'ch dewis. Gallech hefyd gyfeirio at gyhoeddiadau perthnasol Llywodraeth Cymru, gan gynnwys dogfennaeth y cwricwlwm, ac unrhyw adroddiadau eraill (e.e. LlC, Estyn) sy'n berthnasol i'ch ffocws ymchwil

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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.

Guidance specific to this assessment:

With reference to your own practice, you should demonstrate a systematic understanding of classroom research and of the benefits and drawbacks of using your chosen research tools as a method of research. Knowledge of the background of, and theory behind, your chosen research focus should also be demonstrated. You should critically reflect on relevant ethical frameworks that underpin educational research and consider specific ethical implications of research for and with children within your context.

2. Sgiliau Gwybodaeth a Dealltwriaeth

Ar lefel 5, dylech allu dangos: gwybodaeth gadarn a dealltwriaeth feirniadol o gysyniadau ac egwyddorion sefydledig y maes pwnc a'r ffordd y mae'r egwyddorion hynny wedi datblygu; gwybodaeth am y prif ddulliau ymholi yn y ddisgyblaeth. Mae *gwybodaeth* yn ymwneud â'r ffeithiau, y wybodaeth a'r sgiliau rydych wedi'u caffael trwy eich dysgu. Rydych yn arddangos eich *dealltwriaeth* trwy ddehongli ystyr y ffeithiau a'r wybodaeth. Golyga hyn fod arnoch angen dethol a chynnwys yn eich gwaith y cysyniadau, y technegau, y modelau, a'r theorïau ac ati sy'n briodol i'r dasg/tasgau a osodwyd. Dylech allu esbonio'r damcaniaethau, cysyniadau ayyb, yn ystyrlon i ddangos eich dealltwriaeth. Hefyd bydd eich marc/gradd yn amodol ar y *graddau* rydych yn arddangos eich gwybodaeth a'ch dealltwriaeth.

Canllawiau penodol i'r asesiad hwn:

Gan gyfeirio at eich ymarfer eich hun, dylech ddangos dealltwriaeth systematig o ymchwil ystafell ddosbarth ac o fanteision ac anfanteision defnyddio'r offer ymchwil a ddewiswyd gennych fel dull ymchwil. Dylid hefyd ddangos gwybodaeth am gefndir y ffocws ymchwil o'ch dewis, a'r theori y tu ôl iddo. Dylech fyfyrio'n feirniadol ar fframweithiau moesegol perthnasol sy'n sail i ymchwil addysgol ac ystyried goblygiadau moesegol penodol ymchwil ar gyfer a gyda phlant yn eich cyd-destun

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. 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 devise and sustain arguments, and discuss issues relating to the practical application of your chosen research tools within your classroom. Ensure you support your judgements with literature and clear appreciation of ethics within your research. You should evaluate and synthesise ideas in order to come to sound judgements. You should demonstrate an appropriate use of relevant ethical frameworks.

3. Sgiliau Gwybyddol a Deallusol

Dylech allu dadansoddi gwybodaeth yn feirniadol, a chynnig atebion i broblemau sy'n deillio o'r dadansoddi hwnnw, yn cynnwys gwerthuso'n feirniadol addasrwydd gwahanol ddulliau o ddatrys problemau. Rhaid i'ch gwaith gynnwys tystiolaeth o feddwl rhesymegol, dadansoddol, gwerthuso a synthesis. Er enghraifft, archwilio a thorri gwybodaeth i lawr yn elfennau, gwneud casgliadau, casglu, cymharu a chyferbynnu gwybodaeth. Ystyr hyn yw nid disgrifio 'beth' yn unig! Ond hefyd cyfiawnhau: Pam? Sut? Pryd? Pwy? Ble? Ar ba gost? Rhaid i chi bob amser ddarparu cyfiawnhad/tystiolaeth ar gyfer eich dadleuon a'ch barn. Mae darparu tystiolaeth eich bod wedi adfyfyrio ar syniadau pobl eraill yn y maes pwnc yn hanfodol os ydych am gyflwyno dadl resymegol a gwybodus o fewn eich gwaith. Yn ogystal, dylech ddarparu tystiolaeth o'ch gallu i ffurfio barn gadarn a dadleuon argyhoeddiadol trwy ddefnyddio data a chysyniadau, ynghyd â dealltwriaeth o'r cyfyngiadau ar wybodaeth, a'r modd y mae hyn yn dylanwadu ar ddadansoddiadau a dehongliadau. Mae casgliadau cadarn, dilys yn hanfodol ac mae'n rhaid iddynt ddeillio o gynnwys eich gwaith. Lle bo'n berthnasol, gellir cynnig atebion ac argymhellion amgen.

Canllawiau penodol i'r asesiad hwn:

Dylech ddyfeisio a chynnal dadleuon, a thrafod materion sy'n ymwneud â chymhwyso'r offer ymchwil o'ch dewis, yn ymarferol yn eich ystafell ddosbarth. Sicrhewch eich bod yn cefnogi'ch barnau gyda llenyddiaeth ac arddangos gwerthfawrogiad clir o foeseg yn eich ymchwil. Dylech werthuso a syntheseiddio syniadau er mwyn dod i ddyfarniadau synhwyrol. Dylech ddangos defnydd priodol o fframweithiau moesegol perthnasol.

4. Sgiliau Ymarferol

Ar lefel 5, dylech allu defnyddio ystod o dechnegau sefydledig o fewn y ddisgyblaeth, a chymhwyso cysyniadau ac egwyddorion gwaelodol y tu allan i'r cyd-destun lle y'u hastudiwyd yn gyntaf, gan gynnwys, pan fo'n briodol, cymhwyso'r egwyddorion hynny mewn cyd-destun cyflogaeth. Dylech allu dangos sut y mae'r cysyniadau a'r syniadau sy'n gysylltiedig â'r pwnc yn berthnasol i sefyllfaoedd yn y byd go iawn a/neu mewn cyd-destun penodol. Sut maent yn gweithio'n ymarferol? Byddwch yn defnyddio modelau, dulliau, technegau a/neu theorïau, yn y cyd-destun hwnnw, i asesu sefyllfaoedd presennol, efallai er mwyn llunio cynlluniau neu atebion i ddatrys problemau, neu i greu arteffactau, y gall rhai ohonynt fod yn greadigol. Mae hyn yn debygol o gynnwys, er enghraifft, defnyddio arteffactau, enghreifftiau ac achosion o'r byd go iawn, cymhwyso model o fewn sefydliad a/neu feincnodi un theori neu sefydliad yn erbyn rhai eraill yn seiliedig ar feini prawf penodedig. Dylech ddangos ymwybyddiaeth o gyfyngiadau cysyniadau a theorïau wrth eu cymhwyso mewn cyd-destunau penodol.

Canllawiau penodol i'r asesiad hwn:

Dylech gyfeirio at eich profiad eich hun o fewn cyd-destun ystafell ddosbarth er mwyn dangos eich dealltwriaeth o'r elfennau sy'n rhan o'r broses ymchwil. Dylech ystyried yn feirniadol y defnydd o'r offer ymchwil o'ch dewis, a'r data a gasglwyd, ar eich ymarfer eich hun a'i effaith ar ddysgwyr.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. 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, some of which may be 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:

You should refer to your own experience within a classroom context in order to demonstrate your understanding of the elements involved in the research process. You should critically consider the use of your chosen research tools, and the data collected, on your own practice and its impact on learners.

5. Sgiliau Trosglwyddadwy ar gyfer Bywyd ac Arfer Proffesiynol

Rhaid i'ch gwaith roi tystiolaeth o'r rhinweddau a'r sgiliau trosglwyddadwy angenrheidiol ar gyfer cyflogaeth sy'n gofyn am arfer cyfrifoldeb personol a gwneud penderfyniadau. Mae hyn yn cynnwys dangos: datblygiad proffesiynol i wella sgiliau presennol a chaffael cymwyseddau newydd a fydd yn eich galluogi i ymgymryd â chyfrifoldeb sylweddol o fewn sefydliadau; eich bod yn gallu cychwyn a chwblhau tasgau a gweithdrefnau, boed yn unigol a/neu'n gydweithredol; eich bod yn gallu defnyddio cyfryngau priodol i gyfleu gwybodaeth, dadleuon a dadansoddiad yn effeithiol ar amrywiaeth o ffurfiau i gynulleidfaoedd arbenigol ac anarbenigol; rhugldeb mynegiant; eglurder ac effeithiolrwydd o ran cyflwyniad a threfn. Dylai'r gwaith fod yn gydlynol ac wedi'i strwythuro'n dda o ran ei gyflwyniad a'i drefn.

Canllawiau penodol i'r asesiad hwn:

Dylech gynnal dadansoddiad beirniadol a gwerthuso'r fethodoleg ymchwil, gan nodi'r goblygiadau ar gyfer ymarfer yn y dyfodol. Mae cyfathrebu effeithiol, defnyddio iaith academaidd broffesiynol, geirfa briodol a defnyddio atalnodi yn gywir yn agweddau a fydd yn ddisgwyliad yn yr ymateb. Rhaid i rôl ymchwil foesegol wrth gefnogi myfyrio beirniadol a dysgu proffesiynol fod yn amlwg.

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 personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences 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:

You should undertake critical analysis and evaluation of the research methodology, identifying implications for future practice. Effective communication, the use of professional academic language, appropriate vocabulary and the correct use of punctuation are aspects that will be an expectation within the response. The role of ethical research in supporting critical reflection and professional learning must be evident.

MEINI PRAWF ASESU GENERIG

Lefel 5
Yn unol â'r *Framework for Higher Education Qualifications*, ar ddiwedd Lefel 5 disgwylir y bydd myfyrwyr wedi datblygu gwybodaeth gadarn a dealltwriaeth feirniadol o'r cysyniadau a'r egwyddorion sefydledig yn eu maes astudiaeth, ac o'r modd y datblygwyd yr egwyddorion hynny. Byddant wedi dysgu cymhwyso'r cysyniadau a'r egwyddorion hynny'n fwy eang y tu allan i'r cyd-destun lle y'u hastudiwyd yn gyntaf, gan gynnwys, pan fo'n briodol, cymhwyso'r egwyddorion hynny mewn cyd-destun cyflogaeth. Bydd ganddynt wybodaeth am y prif ddulliau ymholi yn y maes pwnc, a gallu i werthuso'n feirniadol ddulliau gwahanol o ddatrys problemau. Byddant yn meddu ar ddealltwriaeth o'r cyfyngiadau ar eu gwybodaeth, a'r modd y mae hyn yn dylanwadu ar eu dadansoddiadau a'u dehongliadau. Byddant yn gallu defnyddio ystod o dechnegau sefydledig i gychwyn ac ymgymryd â dadansoddiad beirniadol o wybodaeth, ac i gynnig atebion i broblemau sy'n deillio o'r dadansoddiad hwnnw. Byddant yn gallu cyfleu gwybodaeth, dadleuon a dadansoddiad yn effeithiol ar amrywiaeth o ffurfiau i gynulleidfaoedd arbenigol ac anarbenigol, a defnyddio technegau allweddol y ddisgyblaeth yn effeithiol. Byddant yn gallu ymgymryd â hyfforddiant pellach, datblygu sgiliau cyfredol, ac ennill cymwyseddau newydd a fydd yn eu galluogi i dderbyn cyfrifoldebau sylweddol o fewn sefydliadau. Bydd ganddynt y rhinweddau a'r sgiliau trosglwyddadwy angenrheidiol ar gyfer cyflogaeth sy'n gofyn am arfer cyfrifoldeb personol a gwneud penderfyniadau.

Lefel 5	**METHU**	**METHU FFINIOL**	**BODDHAOL (3ydd / Llwyddo)**	**DA (2.2 / Llwyddo)**	**DA IAWN (2.1 / Teilyngdod)**	**RHAGOROL (1af / Rhagoriaeth)**	**EITHRIADOL (1af / Rhagoriaeth)**
Categori	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Ymgysylltu â llenyddiaeth (yn cynnwys darllen, cyfeirnodi, arferion academaidd a gonestrwydd academaidd)	Fawr ddim neu ddim tystiolaeth o ddarllen a/neu mae dibyniaeth ar ffynonellau amhriodol. Safbwyntiau a chanfyddiadau ar y cyfan heb gefnogaeth ac yn anawdurdodol. Defnyddir arferion cyfeirnodi mewn modd anghydlynol neu ar y cyfan maent yn absennol.	Ymgysylltu gwael â darllen hanfodol. Dim tystiolaeth o ddarllen ehangach. Yn dibynnu ar ffynonellau amhriodol, a/neu yn defnyddio ffynonellau'n ddiofal. Yn ddibynnol iawn ar wybodaeth a gafwyd drwy gyswllt â'r dosbarth. Defnydd anghyson a	Ymgysylltu ag ystod gyfyngedig o ffynonellau perthnasol a chredadwy ar y cyfan. Peth esgeulustod a mân wallau. Arferion cyfeirnodi'n amlwg ond heb eu cymhwyso'n gywir nac yn gyson bob tro.	Ymgysylltu ag ystod briodol o lenyddiaeth, yn cynnwys ffynonellau a gyrchwyd yn annibynnol. Rhywfaint o orddibyniaeth ar destunau. Gall y cyfeirnodi ddangos mân anghywirdebau neu anghysonderau.	Ymgysylltu ag ystod eang o lenyddiaeth, yn cynnwys ffynonellau a gyrchwyd yn annibynnol. Detholiad o ffynonellau perthnasol a chredadwy. Defnydd da iawn o gyfeirnodi, â fawr ddim/dim anghywirdebau neu anghysonderau.	Ymgysylltu ag ystod helaeth o lenyddiaeth berthnasol a chredadwy. Cymhwyso cyfeirnodi'n gyson gywir.	Ymgysylltu eithriadol ag ystod helaeth o lenyddiaeth berthnasol a chredadwy. Sgiliau cyfeirnodi lefel uchel wedi'u cymhwyso'n gyson.

Level 5
In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	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 literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of 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. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and	Major gaps in knowledge with unsatisfactory, uncritical understanding of	Fragmentary knowledge, with only superficial critical understanding.	Limited but adequate knowledge and critical understanding of	Knowledge is reasonably detailed and accurate. A good critical	Knowledge is reasonably extensive. Exhibits very competent	Excellent, detailed knowledge and highly critical understanding of	Exceptionally detailed knowledge and outstanding critical

Cyfeiriadau Defnyddiol – Useful References

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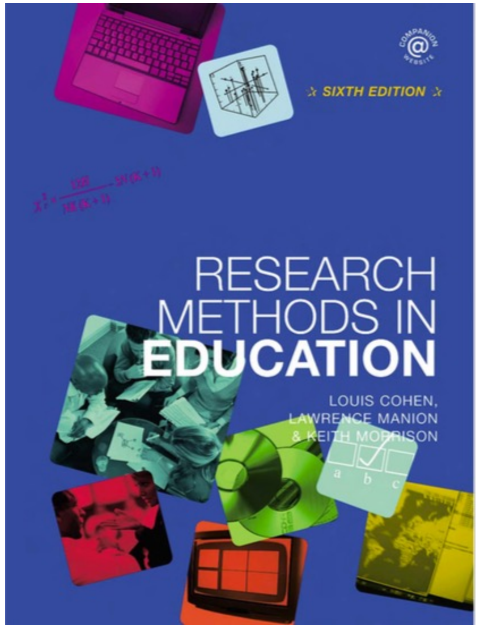

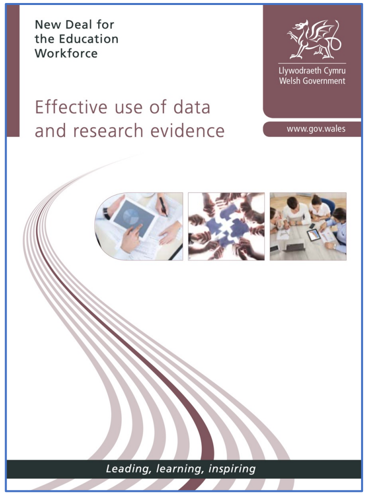

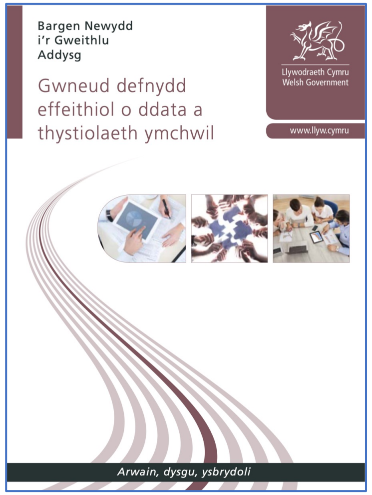

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Any questions?

Unrhyw gwestiynau?