

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) Primary Education with Qualified Teacher Status		
Module:	Deepening Practice: ALN		
Module code:	ECAD5015	Contribution to Overall Module Assessment (%):	50
Lecturer:	Laura Emanuel	Internal Verifier:	David Stacey
Assignment Title:	Assessment Component 1: Journal outlining your understanding of inclusive practice in the primary classroom	Word count (or equivalent):	Part 1: 1375 words (50%)
Submission deadline:	19/5/25	Return date of provisional marks & written feedback:	TBC
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.) 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.
--	--

AIM

To provide student-teachers with a deepened understanding of progression in learning outlined in the Curriculum for Wales framework and the knowledge of theory, research and good practice to enable them to effectively lead learning and collaborate with colleagues in this area.

MODULE LEARNING OUTCOMES

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

- identify the role and responsibilities of an evidenced based practitioner able to support Additional Learning Needs.
- show a deepened understanding of the complex nature of the inclusive learning environment in order to deliver effective teaching and learning;
- secure an understanding of transformative practice through evaluating their own pedagogical practices in collaboration.
-

INDICATIVE CONTENT

- Exploration of the skills needed to plan, deliver and evaluate creative and innovative learning experiences which facilitate pupils' progression through the AoLE(s), including those with Additional Learning Needs.
- Integration of the key aspects of the CfW framework e.g integral skills and cross-curricular skills – adapting to the needs of all learners.
- A deeper consideration of pedagogical content knowledge in order to create an inclusive environment.
- Offer opportunities to connect and collaborate with Partnership schools and other agencies to deepen practical/applied knowledge and develop innovative pedagogies within a specialist area.

TASK DESCRIPTION

The University recognises the importance of the development and mass access to Generative Artificial Intelligence (Generative AI), and its impact potential in higher education, including teaching, learning, assessment and access.

UWTSD's Generative Artificial Intelligence Guidance (Learning and Teaching) explains the University's position, pledges and expectations in the use of Generative AI tools.

The University has embarked on a journey of integrating AI in the curriculum and providing support to both students and staff to enhance their knowledge and literacy of AI.

From September 2024, all module assessments are expected to indicate the allowable use(s), if any, of AI in that assessment as part of the Assessment Specification Template.

The Library and Learning Resources has created bespoke training for students in AI literacy as part of the InfoSkills programme: [Academic and InfoSkills | UWTSD Intranet](#)

Support for students on the allowable uses of AI in assessment is available in Welsh and English. For the full set of materials, please see [AI Guidance » Hub](#)

The table below outlines the permissible use of AI for this module. Regardless of whether you choose to use AI, you **must** include an acknowledgement as specified in the [AI Acknowledgement Guidance](#) that is available on Hub.

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

SUGGESTED ASSESSMENT STRUCTURE

Objective:

Create a journal to demonstrate deep practical and theoretical understanding of inclusive practice within a primary school classroom.

Content Focus:

Word counts are for guidance only

500 words: Theory behind inclusive practice and ALN reform in Wales

700 words (supported by images): What could be implemented to make a classroom inclusive? Barriers and limitations, practical reflections

175 words: future practice implications

Theoretical Overview (500 words):

Discuss key theory relevant to Additional Learning Needs and inclusive practice. Consider recent changes in Wales and underpinning legislation. You can be critical in the implementation of the legislation and how this has worked within schools. Consider relevant case studies.

Reflections and Practical understanding (700 words supported by images):

Provide a critical review of what can be implemented to make a primary school classroom more inclusive to all learners. Relate to experience, research and case studies. Discuss generally how measures can be put in place to support all learners but that may benefit those with Additional Learning Needs. Support with literature where possible. Weave your criticality throughout but provide a specific section that outlines what limitations and barriers may be in the way of providing an inclusive classroom. What solutions could be put in place to overcome these barriers?

Link to Teaching Standards and Professional Development (175 words):

Discuss how the theories and research align with professional teaching standards and the expected competencies in the Curriculum for Wales. Reflect on personal growth and future professional development plans based on insights gained.

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 journal must be informed by a range of relevant scholarly sources, including academic journals, textbooks, Welsh government documents, and reputable organisational reports. Prioritise credible and recent sources (published within the last five years), but you may also use older seminal works where appropriate. Use websites sparingly and critically. Show clear evidence of independent research, linking all sources directly to inclusive practice, ALN reform, and/or pedagogy in Wales. Reference consistently in Harvard style with in-text citations and a full reference list, and ensure any images or tables not created by you are properly credited.*

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: *You should demonstrate sound knowledge and critical understanding of key concepts, theories, and principles related to inclusive practice and ALN reform. Select appropriate models, techniques, and theories for the task, and explain*

them clearly to show meaningful understanding, not just description. Show awareness of how principles have developed over time and apply enquiry methods used in education studies.

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: *Your journal must show critical analysis by breaking down information, making comparisons, and proposing justified solutions to issues. Go beyond description by explaining why, how, and when certain approaches work, using evidence to support your arguments. Reflect on different viewpoints to create a reasoned, informed debate, and show an awareness of the limits of knowledge. Your conclusions must be logically based on your analysis, and where relevant, offer alternative solutions or recommendations – if this was your classroom and a barrier was in your way, how would you overcome it?*

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 apply key models, methods, and theories to real-world classroom situations, showing how concepts of inclusion and ALN reform work in practice. Use examples, case studies, or creative research and images to assess and solve problems, while recognising the limitations of applying theory in different*

contexts. Show how ideas can be adapted beyond their original setting, particularly within an educational or employment-based environment. Relate to your own experiences.

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: Your journal must show evidence of personal responsibility, decision-making, and professional development, demonstrating that you can initiate and complete tasks independently or collaboratively. Communicate clearly and fluently using appropriate formats for different audiences, with a coherent, well-organised structure. Show that you are developing skills and competencies relevant for employment and future professional roles. Include a Harvard reference list.

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 **Turnitin** 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		
2. Knowledge and Understanding Skills		

3. Cognitive and Intellectual Skills		
4. Practical Application Skills		
5. Transferable Skills for Life and Professional Practice		

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)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

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 (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / 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	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors.	Engagement with an appropriate range of literature, including sources retrieved	Engagement with a wide range of literature, including sources retrieved independently.	Engagement with an extensive range of relevant and credible literature. Consistently	Exceptional engagement with an extensive range of relevant and credible literature. High-

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Referencing conventions evident though not always applied accurately or consistently.	independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	accurate application of referencing.	level referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	enquiry in the discipline.	enquiry in the discipline.	methods of enquiry.				
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of knowledge, how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		illogical and contradictory.		logical judgements.		question', suggesting some grasp of the broader field and wider concepts.	recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established 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	Rudimentary application of established 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	An adequate awareness and mostly appropriate application of 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	A good and appropriate application of established 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	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice,	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	links between the two. Very weak problem-solving skills outside the context in which they were first studied.	practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
necessary for employment requiring the exercise of personal responsibility and decision-making.)	of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	which relevant ideas / concepts are reasonably expressed. Work may lack coherence 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 personal responsibility and decision-making, with some areas of minor weakness.	work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	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 skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH