

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Primary Education with QTS		
Module:	<i>Core Studies: The learner: who am I teaching?</i>		
Module code:	ECAD6013	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Nanna Ryder	Internal Verifier:	Dr Sioned V. Hughes
Assignment Title:	Supporting your discussion with theory, practice and evidence from literature, critically reflect on how you would support an individual learner whose progress is being affected by specific barriers to his/ her learning during one particular transition period (horizontal or vertical). The response should include: 1.A written reflection. (3,500 words) 2.A one page profile of the pupil and a support plan that outlines the provision, the role of key stakeholders in the transition process and any evaluation strategies. (1,500 words)	Word count (or equivalent):	Equivalent to 5,000 words.
Submission deadline:	06/11/23 (23.59 p.m.)	Return date of provisional marks & written feedback:	04/12/23
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): USB/ File/ Turnitin		

	Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.
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	
	• evidence a critical understanding of theories and research that impact on well-being, child development and learning from 0-19 years and apply this to personal practice; • present a personal, critical stance on the role of the professional teacher in relation to meeting the needs of a diverse range of children and young people, including challenging assumptions, beliefs that lead to prejudice and stereotyping; • critically reflect and evaluate a range of different approaches for meeting the diverse needs of all learners in a range of settings, and justify choices made in personal practice.

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TASK DESCRIPTION

TITLE:

Supporting your discussion with theory, practice and evidence from literature, critically reflect on how you would support an individual learner whose progress is being affected by specific barriers to his/ her learning during one particular transition period (horizontal or vertical).

The response should include:

- 1. A written reflection (3,500 words)**
- 2. A one page profile of the pupil and a support plan that outlines the provision, the role of key stakeholders in the transition process and any evaluation strategies (1,500 words).**

Further guidance

- A. The aim of this assignment is to build on your achievements at level 5.
- B. Here you need to consider one pupil and their specific barriers to learning e.g.:
- ALN
 - physical/mental/emotional/social health and well-being
 - language
 - home background
 - ACEs etc.
 - culture
 - ethnicity
 - gender
- C. Focus on how this affects their learning and development during a period of transition (horizontal or vertical) e.g.
- home/nursery > school
 - Foundation Phase > KS2
 - Primary > Secondary
 - a school in another country > school in Wales
 - specialist > mainstream provision or vice versa
 - online learning > face to face
 - returning to school after a significant period of absence (e.g. illness)
 - change in personal circumstances e.g. new sibling, parental separation, bereavement etc.
- D. Identify support methods/strategies that will ensure further progress and development during this period.

There are two parts to this assignment, and one should support the other.

Part 1: A written presentation in an academic style that provides the theoretical background to child development, specific needs and barriers, progression within the Curriculum for Wales, and the importance of stakeholder collaboration e.g. learner, parents/carers, school staff, outside agencies. You should also demonstrate a thorough understanding of the chosen transition process and the challenges involved for your chosen pupil. Discuss these

in the context of Part 2 of the assignment and critically analyse and evaluate your chosen methods and strategies. (approximately 3500 words)

Part 2: A practical portfolio for practitioners in the field, which includes the following:

- i. an original learning profile of an imaginary pupil that provides an overview of their background, strengths, barriers to learning, interests and areas for further development.
- ii. a plan of provision for the transition process (approximately 1500 words)

Any additional information e.g. letter to parents, resources etc. can be included within appendices.

Your response should demonstrate:

- Breadth and depth of knowledge and understanding of transition, child development theories and appropriate stages of progression. This should be at a higher level than that demonstrated at level 5, and include a critical synthesis of opposing views.
- A sound awareness of the concept of 'progression' in the context of Curriculum for Wales and the 4 purposes.
- Critical reflection on the chosen support methods/strategies based on current research, relevant policies and good practice observed or found in schools in Wales and beyond, e.g. PTE, Estyn improvement resources etc.
- A critically reflective discussion of your role as a teacher and other stakeholders, e.g. staff, parents/carers, external agencies etc. in the provision for the transition process.
- Critical reflection of how this will support your own professional development as a teacher (QTS standards) and areas for further development (this could be included in a conclusion at the end of Part 1).

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 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.

Criteria specific to this assignment:

Your response should demonstrate engagement with a wide range of appropriate and independently sourced literature including academic books and articles, Curriculum for Wales documentation and relevant educational policies. Use the Harvard Referencing conventions to cite all sources ([Harvard Referencing Guide | University of Wales Trinity Saint David \(uwtsd.ac.uk\)](http://www.uwtsd.ac.uk)).

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 assignment:

You should demonstrate a mature and detailed knowledge and understanding of children's development and key elements that may influence it, e.g. family background, individual needs, learning styles etc.,. This should be underpinned with detailed critical synthesis of contesting child development theories. You should also demonstrate a sound understanding of how children make progress in their learning and bespoke approaches to address this. Your discussion should also be underpinned with a deep knowledge of the Four Purposes of Curriculum for Wales and some of the main themes discussed in lectures and presentations during the module.

3. Cognitive and Intellectual Skills

You should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements. 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 assignment:

The assignment should demonstrate your ability to interpret, analyse and critically evaluate a suitable and bespoke methods or strategies for supporting transition for the individual pupil. You should logically justify why these methods/strategies were chosen, the stakeholders involved in the process, and your role as a teacher, highlighting strengths as well as weaknesses. Base this on evidence from contesting theory and research.

4. Practical Skills

At level 6, you should be able to accurately deploy established techniques of analysis and enquiry within a discipline, using your conceptual understanding 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, 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 assignment:

The focus pupil should be credible and the methods/strategies outlined should clearly meet his/her needs during the transition process. You should also convince the audience of the value of the chosen methods/strategies to ensure progress and their proposed impact. Use observations from PTE or other school experiences as well as policies and examples of good practice e.g. Estyn, to support your argument and apply this to the context of your case study. Adhere to the BERA ethical guidelines (<https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018>) when referring to specific individuals or schools where the information is not publicly available.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the attributes expected in graduate-level professional practice. This includes demonstrating the exercise of initiative and personal responsibility; professional development; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; use appropriate media to communicate effectively in a suitable format; 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 assignment:

Demonstrate your ability to communicate in a professional manner using language appropriate to the audience. Write Part 1 in an academic style and Part 2 in a formal written style suitable for an audience of educational professionals e.g. colleagues, parents/carers. Structure your work clearly and logically using accurate and polished language. Use the assignment submission template (available on Moodle - see guidance at <https://www.youtube.com/watch?v=qCr9vFmqHFU>) setting out your targets from the previous assignment and how these have been addressed in order to demonstrate your personal development.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	20	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	20	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice	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)		%
	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

Level 6	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 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 knowledge and systematic understanding of the subject area, at least some of	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-

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which is informed by the latest research and/or advanced scholarship within the discipline.)	knowledge of the latest research and/or advanced scholarship within the discipline.	awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	limited extent, is informed by current research and scholarship.	research and scholarship.	depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	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 the basis of reason and evidence.	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 grasp of the broader field and wider concepts.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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 personal responsibility; professional development;	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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.)	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.	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.	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.	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.	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.	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.	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.