

LEVEL 6 ASSESSMENT SPECIFICATION			
Student name:		Student ID number:	
Programme:	Professional Graduate Certificate in Education (PCET)		
Module:	Additional Learning Needs and Inclusive Practice		
Module code:	ECPT6004	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Katie Gardner	Internal Verifier:	Caroline Lewis
Assignment Title:	Learning support report	Word count (or equivalent):	2500 words
Submission deadline:	30.01.2026 at 11.59	Return date of provisional marks & written feedback:	27.02.2026 at 12.00 midday
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. 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 (from module syllabus)			
- Identify and critically discuss key features and associated characteristics of a range of diagnosed impairments - Identify and evaluate strategies to meet the needs of learners with additional learning needs within the PCET learning setting			

TASK DESCRIPTION

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

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 ☒

Learning Support Report

Part 1 (1000 words)

Students will be required to produce an 1000-word summary demonstrating their understanding of regulatory and legal requirements in accommodating additional requirements and demonstrating inclusivity within the post-compulsory classroom. Students will need to draw upon relevant policy (both institutional and national) as well as relevant legislation, all of which should be accurately referenced within the work. This part of the assignment should be considered as an academic piece of writing, and therefore written and presented as such.

Part 2 – select 3 (500 words per scenario)

You are employed as a teacher within a post-16 setting of your choosing. You have received the information below regarding six individuals who may need additional support with their studies. You will need to provide a support statement for **three** of the six individuals outlining how their support requirements may impact on their ability to engage with their programme of study as well as indicating the measures that you would put in place to accommodate them within the identified setting.

Whilst constructing your response to the scenarios below you will need to carefully consider the following:

- What is the education setting you have chosen? This could be a current placement or an intended location. Please be specific and include the subject area you will be teaching also as this can impact on your response to the scenarios.
- You will need to be familiar with the current processes and policies in place within your chosen setting that are used to support learners with additional support requirements. This may involve familiarising yourself with student services departments (or equivalent) and what they do.
- In detailing your response to the scenarios ensure you consider the institutional requirements and processes as well as the programme specific response i.e., think about the day-to-day measures needed to ensure these students are included within the learning offered.

Rhys/Angharad

Rhys is a second year student who has come to you to explain that they have been struggling to concentrate on work this year, their grades have been dropping and they are finding the work and social side of post 16 education hard. They tell you that they feel like an outsider and different. Rhys explains to you that they have always felt different and that they think they are trans. They have never said this to anyone before and don't know what to do. In private Rhys has been experimenting with their clothes, make-up and their name. Rhys would like to transition, but is scared and wants some support and advice. They have not told their family about any of this. They are worried about what their fellow students and other lecturers will say. Rhys would like to be called Angharad from now on.

Iwan

Iwan has been studying with you since the beginning of term, he has been struggling with finances and is worried about his studies. Iwan explains that he comes from a deprived area of Wales and is the first person from his family study in the post compulsory sector. He has spoken to his parents but they are not able to help him any more with money as they are struggling themselves. Iwan has a part time job but this still does not cover all of his outgoings. He has been offered more work but is worried that this will impact his study further, he is already falling behind.

Efa

Efa is a first year student who emailed you as she is considering leaving the course. In her email she has said that she feels like an outcast and ostracised because of her race. There are students and lecturers who constantly tell her they can't understand what she's saying and then dismiss her and her points of discussion, there have been a number of offensive comments made about her appearance by other students that, when challenged other students, and some lecturers, have justified them as 'jokes' or 'banter'. When she has attempted to speak up, her challenge has been treated with a lack of empathy and understanding. Efa generally feels that people would prefer not to talk to her or to sit with her which means she is often sat on her own in lectures and at breaks. Efa also feels that she needs to work extra hard and be extra friendly in order to get on in lessons, especially in group tasks.

Megan

Megan has applied to study your programme during the next academic year and has declared mental health support needs although she does not have an official diagnosis. She has attended an interview and has outlined that she struggles with speaking up in class as she suffers with anxiety issues and has done since childhood and finds it difficult mixing with new people. Megan has also advised that during her school studies she often found it hard to concentrate in class and wasn't always able to maintain attention on the information being presented during taught sessions and is worried about this for his new programme and tells you that her previous tutors commented that she may have dyslexia.

Dafydd

Dafydd has applied to study your programme during the next academic year. He has cerebral palsy and is partially sighted although is not registered as blind. He is able to walk independently with the use of crutches. Dafydd gets tired easily and uses a computer within class although he does find notetaking difficult due to his typing speed and he does struggle with use of his left arm at times. Dafydd states that he has always been very independent in managing his education and although he is moving away from home to attend your programme, he is keen to maintain that independence. He has asked for your advice on the options open to him as a student with you.

Alys

Alys is a second-year student on your course and has begun the new academic year and has discovered that she is pregnant. She has indicated that she wants to continue to study her studies as much as she is able to and has asked for her options in supporting her to do this during her pregnancy as well as after the birth.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment:

Students will need to demonstrate engagement with appropriate reading that is related to supporting students with additional learning needs as well as best practice in inclusivity. There should be appropriate consideration given to relevant policy at both institutional level as well as national legislation and relevant legal duties. These will need to be referenced accordingly within the work and a reference list provided at the end of the assignment.

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment:

Students will be expected to show an understanding of what is considered effective support and provision in relation to learners with varying support needs. They should show a clear awareness of their professional and legal obligations in relation to such support and provision.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. Your work must contain evidence of

logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Your 1000 word summary should clearly link to practice and there should be a suitable detailed consideration of the impact that additional requirements can have on the student experience. There should be clear links to relevant policy and legislation at a number of levels including institutional, national, and international as well as an awareness of differences in the application of policy where relevant.

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

Your responses to the scenarios presented should be clear and appropriate for the student in the context of the setting and subject they are studying. The proposed plan should identify clear links to relevant policy/legislation and demonstrate a sound awareness of the principles of inclusivity for post-16 learners. This section should clearly demonstrate links to the professional standards.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Completion of work in accordance with UWTSD guidelines on the submission of assessments.

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	10	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	30	
4. Practical Application Skills	30	
5. Transferable Skills for Life and Professional Practice	10	

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. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (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	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	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing,	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

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		and weak use of referencing.		minor inaccuracies or inconsistencies	with no/very few inaccuracies or inconsistencies		professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation.	Largely descriptive work, with superficial use of critical evaluation. Weak	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously

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research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	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.	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.	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.	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.	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.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate	Limited or no use of methods, materials, tools and/or techniques.	Rudimentary application of methods, materials, tools and/or techniques but without	An adequate awareness and mostly appropriate application of well-established	A good and appropriate application of standard methods, materials, tools	A very good application of a range of methods, materials, tools and/or techniques.	An advanced application of a range of methods, materials, tools and/or techniques.	Exceptional levels of application and deployment skills in unpredictable, practical

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solutions to solve problems in complex and unpredictable contexts.)	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.	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.	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.	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.	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.	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.	contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and	Communication medium is inappropriate or misapplied. Work is poorly structured,	Communication medium is poorly designed and/or not	Can communicate in a suitable medium but with some	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in	Can communicate professionally confidently and consistently in	Can communicate with an exceptionally high level of

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personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

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