

Postgraduate Certificate in Education
(Post Compulsory Education and Training)
Tystysgrif Addysg i Raddedigion
(Addysg a Hyfforddiant Ôl-orfodol)

ASSIGNMENT HANDBOOK
LEVEL 7
YEAR 2

Yr Athrofa
Institute of Education

2018 – 2019

YEAR 2 ASSIGNMENTS Level 7

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Generic Assessment Criteria – Level 7			18

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Postgraduate Certificate in Education (PGCE) (PCET)		
Module:	Concepts of Teaching and Learning (CTL)		
Module code:	M7X02281 / PCET7001	Contribution to Overall Module Assessment (%):	100%
Lecturer:		Internal Verifier:	
Assignment Title:	Course Design	Word count (or equivalent):	6,000 words
Submission deadline:	INSERT DATE	Return date of provisional marks & written feedback:	INSERT DATE (within 20 term-time days)
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. 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)

1. Analyse and assess the curriculum model(s) in which their teaching takes place.
2. Examine a range of learning theories in relation to effective teaching and learning
3. Design a learning programme including an accompanying scheme of work, appropriate teaching and learning and assessment strategies and programme evaluation.
4. Critically evaluate the relationship between learning theories and the subject discipline.

TASK DESCRIPTION

For this assignment, you are required to:

1. **Investigate the curriculum** in which the Professional Teaching Experience is set and critique its design. (1000 words)
2. Building on this knowledge, you will design a 10-week learning programme / course. The design should be based on a **comprehensive rationale** which includes:
 1. a brief description of the learning programme / course itself, including the level; (approx. 200 words)
 2. the target audience, including who they are and why the course is relevant to them; (approx. 300 words)
 3. the learning objectives / outcomes; (approx. 300 words)
 4. any cross-cutting themes included, including justification for their inclusion; (approx. 300 words)
 5. the teaching and learning strategies that will be used and why they were chosen, based on sound academic research; (approx. 300 words)
 6. a clear demonstration of how these strategies link to learning theories; (approx. 500 words)
 7. the assessment strategies/methods to be used, both formative and summative, and why they were chosen, based on sound academic research; (approx. 300 words)
 8. the evaluation techniques to be used to evaluate the learning and your teaching, and why they were chosen, based on sound academic research. (approx. 300 words)

(Nominal 2500 words)

3. You should design and construct a detailed **scheme of work** for the 10-week learning programme / course. Weekly lessons should be of a minimum of 1 hour, however, you may present longer weekly lessons if it suits your learning programme / course better.

(Nominal 1500 words)

4. Complete an **academic critique** that clearly demonstrates the link between the teaching, learning and assessment strategies that you have chosen to use within your course and relevant and appropriate learning theories. (1000 words)

N.B. An academic critique is a genre of academic writing that critically evaluates, in this instance, learning and teaching strategies and theories, in order to gauge their usefulness and impact on the learning experience.

INSTRUCTIONS:

1. Students should submit the assignment via TurnItIn by the submission date.
2. Students must present work that is word-processed, font 12 and 1.5 or double spaced and which contains no errors in spelling and grammar.

N.B. Written work that is submitted without reference to further reading and research will be referred automatically – see Assessment Criteria.

ASSIGNMENT CHECKLIST

Use this checklist to ensure that you have included all required elements in the submission

1.	Curriculum Investigation, with an accompanying list of references	
2.	Learning Programme / Course Rationale, with an accompanying list of references	

3.	Supporting Scheme of Work	
4.	Academic Critique	

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, as 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 correctly 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:

The curriculum investigation and course rationale require engagement with academic literature/theory therefore you should show a wide and broad level of reading from highly credible current sources such as textbooks, academic journals and academic-based websites. Given the nature of your subject, you may also (not instead of) choose to use governmental, industrial or similar sources.

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights 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 contemporary 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:

You should demonstrate a systematic understanding of the design of the curriculum in which your teaching practice placement is set and coherent and detailed knowledge of the most appropriate approach to apply in each area of your course rationale, which is at, or informed by, the forefront of educational academic research and practice. This involves the selection and clear explanation of the most appropriate and/or suitable strategies, tools and techniques, technologies and theories, relevant to your course design and your learning objectives.

3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. 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 experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound

judgements and convincing arguments using data and concepts. Sound, valid, persuasive 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/or propose practical solutions/developments, using appropriate teaching and learning ideas and techniques, which are at the forefront of the educational discipline. This will involve your critically and systematically analysing and academically critiquing the teaching, learning and assessment strategies you choose to use within your course, along with appropriate emergent technologies, including their proposed effect, impact and appropriateness to the course, the learning objectives and your learners. You must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of experts within the subject area is crucial.

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations. You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. 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.

Guidance specific to this assessment:

Lessons are tactile experiences and therefore you should consider the way in which you plan and design your course where the design should reflect critical and professional consideration of the learning objectives, the target audience and the real-world context of post compulsory education. The course should incorporate mechanisms to encourage and maximise learner engagement and participation, including the use of appropriate emergent technologies. Creativity and innovation are encouraged and will be rewarded.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing 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, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of 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:

The design of the ten-week course requires comprehensive planning and selection of appropriate and relevant teaching, learning and assessment strategies and approaches, and the effective use of emergent technologies to enhance the learning experiences you propose. You should adhere to professional standards and demonstrate fully how you are able to transfer skills learned through the programme to your planning, research and course design. You need to consider your audience and ensure that the content of your course engages with those learners.

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	25	
3. Cognitive and Intellectual Skills	25	
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%)	

%

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Postgraduate Certificate in Education (PGCE) (PCET)		
Module:	Contemporary Issues and Professional Role (CIPR)		
Module code:	M7X02282 / PCET7002	Contribution to Overall Module Assessment (%):	100%
Lecturer:		Internal Verifier:	
Assignment Title:	Professional Development for the Future	Word count (or equivalent):	3,000 words
Submission deadline:	INSERT DATE	Return date of provisional marks & written feedback:	INSERT DATE (within 20 term-time days)
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. 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)

1. Identify key developments in the PCET sector by critically analysing the roles of relevant bodies and agencies and the effects of national policies and initiatives.
2. Critically evaluate policies/initiatives that relate directly to professional practice.
3. Critically evaluate own strengths and weaknesses within the PCET environment and identify appropriate opportunities for personal continuing professional development.

TASK DESCRIPTION

For this assignment, you are required to:

1. Following guidance and agreement with your tutor and peers, investigate a contemporary issue that impacts upon the post compulsory education and training sector and disseminate it to your peers in an appropriate way (15 minutes / nominal 1,000 words)
2. Using the knowledge gained from the dissemination of the various issues, choose two that you believe are most likely to impact upon your professional practice in the future. Exercise initiative and personal responsibility to assess your strengths and weaknesses relative to the two issues chosen and identify opportunities for your personal and professional development following completion of the PCET programme. (2,000 words)

INSTRUCTIONS:

1. Students should submit the assignment via TurnItIn by the submission date.
2. Students must present work that is word-processed, font 12 and 1.5 or double spaced and which contains no errors in spelling and grammar.

N.B. Written work that is submitted without reference to further reading and research will be referred automatically – see Assessment Criteria.

ASSIGNMENT CHECKLIST

Use this checklist to ensure that you have included all required elements in the submission

1.	Presentation of one national policies and initiatives, including references as appropriate	
2.	Assessment of strengths, weaknesses and identification of opportunities for personal and professional development, including accompanying list of references	

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, as 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 correctly 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:

The critical evaluation and dissemination of a contemporary issue impacting on the post compulsory education and training sector requires engagement with highly credible scholarly and academic literature therefore you should show a wide and broad level of reading from sources such as textbooks, academic journals and academic-based websites. Given the nature of this assignment you will also (not instead of) use governmental, industrial or similar sources.

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights 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 contemporary 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:

You should demonstrate a systematic knowledge and understanding of the contemporary issue that you have chosen to disseminate to your peers, which is at, or informed by, the forefront of educational research and professional practice as well as the impact of two such issues on your own personal and professional development.

3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. 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 experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive 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/or propose practical solutions/developments, using appropriate self-assessment and professional development ideas and techniques, which are at the forefront of the educational discipline. This will involve your critically analysing and academically critiquing the two issues that are most relevant to you and your future professional role and devising a professional development plan to allow you to play to your strengths and overcome your weaknesses. You should derive and justify sound conclusions and propose appropriate targets for your own professional development and improvement as a teacher.

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. 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.

Guidance specific to this assessment:

Your presentation to disseminate a contemporary issue that impacts upon the post compulsory education and training sector should be appropriate to the issue in question and your target audience. In assessing your strengths and weaknesses you should identify the practical skills you have that allow you to meet the requirements of a teacher within PCET and identify the knowledge and skills that you need to develop in order to succeed within the sector in the future. Creativity and innovation are encouraged and will be rewarded.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing 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, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of 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:

This assignment requires you to transfer skills you have developed in a fluent and effective presentation to disseminate the contemporary issue chosen to your peers. You need to consider your audience and ensure your style and approach engages with them. Following your presentation, you should critically evaluate two issues and, relevant to your current strengths and weaknesses, identify opportunities for your future professional practice and 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	Presentation		Professional Development	
	Marks available	Marks awarded	Marks available	Marks awarded
1. Engagement with Literature Skills	5		15	
2. Knowledge and Understanding Skills	10		10	
3. Cognitive and Intellectual Skills	5		10	
4. Practical Application Skills	10		10	
5. Transferable Skills for Life and Professional Practice	5		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%)		

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Postgraduate Certificate in Education (PGCE) (PCET)		
Module:	Professional Teaching Experience 2C (PTE2C) <i>This assignment applies to those learners on Year 2 of the PART-TIME PGCE who have transferred to Level 7</i>		
Module code:	M7X02288 / PCET7008	Contribution to Overall Module Assessment (%):	100%
Lecturer:		Internal Verifier:	
Assignment Title:	Professional Development Portfolio	Word count (or equivalent):	6,000 words
Submission deadline:	INSERT DATE	Return date of provisional marks & written feedback:	INSERT DATE (within 20 term-time days)
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): Professional Development e-Portfolio 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)

1. Research, plan, prepare and implement appropriate effective learning experiences, in the short and mid-term, equating to at least 100 hours.
2. Demonstrate progressive understanding, knowledge and implementation of issues pertaining to education in post compulsory education and training sector, including the pastoral role of teachers and the welfare of learners.
3. Demonstrate alignment of practice with relevant professional standards by justifying choices made and evidencing impact on teaching and learning.

4. Demonstrate appropriate independence and professional responsibility in relation to placement policies and practices, teachers' legal liabilities and in building good working relationships with colleagues.
5. Critically reflect upon and evaluate teaching development, achievement and wellbeing in a systematic manner to inform further professional needs and development.
6. Review and critically evaluate current thinking on adult learning and present your interpretation of adult learning in the context of today's PCET sector.

TASK DESCRIPTION

Students will be required to compile an electronic Professional Development Portfolio which provides evidence from their Professional Teaching Practice placement, allowing them demonstrate progression in their knowledge and understanding of teaching within the PCET sector and alignment of their practice with appropriate professional standards. The portfolio will include:

Formative Elements:

- A current professionally presented CV. *This can be updated, where appropriate, from Year 1.*
- A current Disclosure and Barring Service (DBS) certificate, obtained through the University.
- A brief description of the Professional Teaching Experience placement(s) including location(s), the learner group(s) and any particular educational issues. (500 words) *This can be updated, where appropriate, from Year 1, to include any additional locations relevant to the Year 2 placement(s)/teaching hours.*
- A written record of the teaching hours completed (at least 100 hours in Year 2), including dates, times and venue(s). This must be presented on headed paper and signed by the mentor(s). *You will already have included evidence of the teaching undertaken in Year 1. Therefore, you should add the teaching undertaken in Year 2 so that together both sets of evidence equate to at least 150 hours of teaching practice, usually 50 hours in Year 1 and 100 hours in Year 2.*

Summative Elements:

1. Lesson plans, teaching and learning resources and in-lesson plan reflective evaluation of **four formally assessed one-hour lessons**, relevant to your teaching practice in Year 2. (Nominal 1000 words)
2. **Four additional** lesson plans, teaching and learning resources and completed in-lesson plan reflective evaluations for a range of topics within the subject area. (Nominal 1,000 words). *You will already have included three additional lesson plans, and supporting materials, in Year 1. Therefore, with these additional four lesson plans, etc. relating to Year 2, you will now have a total of seven additional lesson plans, etc. in your final portfolio.*
3. **Critical reflective evaluation** of the overall Professional Teaching Experience in Year 2 of the programme, including consideration of your use of emergent technologies, and an academic critique of current thinking in relation to the concept of adult learning and the adult learner in the context of today's PCET. *For this task you should NOT add to the critical reflective evaluation of your teaching in Year 1 but should instead create a new critical reflective evaluation relating to your experience in Year 2.* (3,500 words)
4. An **Action Plan** demonstrating alignment of practice with appropriate professional standards to date. (Nominal 1000 words) *You will already have completed an Action Plan in Year 1 so for the purposes of this assignment you need to update and finalise that Action Plan.*

INSTRUCTIONS:

1. Students should provide the Programme Director and appropriate tutor with access to their electronic portfolio via email.
2. Students must ensure that their critical reflective evaluation of the overall Professional Teaching Experience is word-processed, font 12 and 1.5 or double spaced and contains no errors in spelling and grammar.

N.B. Work that is submitted without reference to further reading and research will be referred automatically – see Assessment Criteria.

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, as 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 correctly 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:

The critical reflective evaluation of the overall Professional Teaching Experience requires engagement with a wide range of academic literature/theory and therefore you should show a broad level of reading from sources such as textbooks, academic journals and academic-based websites. Given the nature of your subject, you may also (not instead of) choose to use governmental, industrial or similar sources. Any sources you use should be current and up-to-date, mostly published within the last five years or so.

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights 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 contemporary 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:

You should demonstrate a systematic knowledge and critical understanding of the key aspects of teaching and learning theories, concepts and practices within post compulsory education and training (PCET). This knowledge and understanding must be clearly evident within both your professional practice and your critical reflective evaluation and should be informed by current academic educational research and, where appropriate, scholarly activity. Your work must demonstrate your growing mastery of your subject and professional practice.

3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. 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 experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive 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/or propose practical solutions/developments, using appropriate teaching and learning ideas and techniques, some of which are at the forefront of the educational discipline. This will involve your critically analysing and academically critiquing the overall Professional Teaching Experience you have undertaken this year. You might consider, for example, the range of teaching, learning and assessment strategies you have used and your inclusion of emergent technologies to enhance the learning experiences you have delivered, the learner group(s), the various contexts within which the learning was set, and any worthwhile learning and development experiences outside of the classroom setting. You should also explore and critically examine, through a sound, evidence-based academic critique, how reflective practice enhances the PCET teacher's professionalism and professional development. You should derive sound conclusions and propose appropriate targets for your own professional development and improvement as a teacher, including consideration of feedback received from your learners, tutors and mentor.

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. 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.

Guidance specific to this assessment:

You should consider the way in which you have planned, designed and delivered the lessons undertaken within your Professional Teaching Experience including consideration of the learning objectives, the target audience(s) and the real-world context of post compulsory education. You should include reference to tools and techniques you used to encourage and maximise learner engagement and participation, including the use of appropriate emergent technologies. Evidence of sound criticality, creativity and innovation within your teaching practice will be rewarded.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing 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, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of 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:

The Professional Development Portfolio allows you to provide evidence of how you have successfully transferred skills attained within the programme to your Professional Teaching Experience, including your planning and selection of appropriate and relevant contemporary teaching, learning and assessment strategies and approaches, and the effective use of emergent technologies and cross-cutting enhancement themes to enhance the learning experiences. You should critically demonstrate how you have adhered to professional standards and how you have adopted a professional approach to your practice and you should critically evaluate the overall experience relevant to your own professional practice and development, including consideration of professional reflective practice.

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	15	
3. Cognitive and Intellectual Skills	15	
4. Practical Application Skills	30	
5. Transferable Skills for Life and Professional Practice	30	

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 7

In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including current research, 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 very limited range of 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 (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to	Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights.	Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the	Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical awareness of current problems

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
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new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	current problems, insights or the latest research and/or advanced scholarship within the discipline.	awareness of current problems, insights, or latest research within the discipline.	by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	some extent, current research and scholarship. A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the absence of complete data.)	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of credible evidence.	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places. Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound judgements based on data (that may be incomplete)	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	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 awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. 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 without fully appreciating the complexity of unpredictable contexts.	An 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, with elements of originality.	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 originality and creativity.	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction,	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and	Can communicate professionally and consistently in a suitable format. Work is coherent, very fluent and is	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
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autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to specialist and non-specialist audiences; fluency of expression; systematic approach; clarity and effectiveness in presentation and organisation.)	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 professional, postgraduate employment.	disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	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 some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	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 professional, postgraduate employment, with some areas of strength and some of minor weakness.	organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate employment skills.	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 professional, postgraduate employment skills and a strong appetite for further development.	fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary professional, postgraduate employment skills and a strong appetite for further development.

THESE CRITERIA ARE ALSO AVAILABLE IN WELS

