Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	Professional Graduate Certificate in Education (PGCE) (PCET)		
Module:	Principles of Teaching, Learning and Emergent Technologies (PTLET)		
Module code:	M6X02268 / PCET6001	**Contribution to Overall Module Assessment (%):**	100%
Lecturer:	Caroline Lewis	**Internal Verifier:**	Mark Flagg
Assignment Title:	Principles of Teaching, Learning and Emergent Technologies (PTLET)	**Word count (or equivalent):**	5,000 words
Submission deadline:	1st November 2019	**Return date of provisional marks & written feedback:**	29th November 2019
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. Design and plan sessions which include relevant learning objectives, a variety of teaching and learning strategies, suitable assessment methods and appropriate new technologies; 2. Deliver and assess a blended learning micro-teaching session, using effective digital materials; 3. Reflect on and critically evaluate the micro-teaching session, including analysis as to how new technologies can aid in the planning and delivery of teaching and assessment and improve the learning experience; 4. Critically review current literature related to the traditional and digital teaching and learning strategies used.

TASK DESCRIPTION

For this assignment, you are required to deliver a lesson, to your peer group, through a 30-minute micro-teaching session. In order to meet this aim, you are required to:

(1) Plan and design a blended learning 30-minute micro-teaching lesson which includes appropriate learning objectives, at least two teaching and learning strategies and the incorporation of at least two technological teaching resources. (Nominal 1,250 words). The lesson plan template provided should be used and students should ensure that they complete all sections.

(2) Deliver the micro-teaching lesson, assessing the learning objectives set and clearly demonstrating the effective use of software chosen. (Nominal 1,250 words)

You should ensure that you provide the tutor who observes your micro-teach lesson with:

- A detailed lesson plan
- Copies of any learning materials, visual aids, assessment instruments, etc. that you intend to use in your lesson, where appropriate.

(3) Following completion of the micro-teaching session, reflect on and critically evaluate the experience, including an academic critique of the emergent technologies used and how they enhanced the teaching and learning experience. You should conclude this section by making recommendations for future improvement and personal professional development. Your critical reflection should be aligned with and referenced to relevant professional standards throughout. (2,500 words)

N.B. An academic critique is a genre of academic writing that critically evaluates, in this instance, the use of emergent technologies, 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. The reflective critical evaluation must be word-processed, font 12 and 1.5 or double spaced and should contain 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 your submission		**Insert Tick**
1.	Lesson Plan	
2.	Learning Materials – typed, scanned or a hyperlink provided for access	
4.	Assessment Tools – typed, scanned or a hyperlink provided for access	
5.	Lesson Assessment Form (Completed by observer) – scanned and uploaded	
6.	Reflective Evaluation (including within it an academic critique of the emergent technologies used and how they enhanced the teaching and learning experience)	

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 the Harvard 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:

The critical evaluation and academic critique require engagement with academic literature/theory therefore you should show a wide level of reading, with a minimum of 5 academic references, 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.

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 systematic understanding of the key aspects of teaching and learning in the post compulsory sector, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of educational academic research and practice. This involves the selection of the most appropriate and/or suitable strategies, tools and techniques, technologies and theories, relevant to the discipline/topic you are teaching, the learning objectives of your micro-teach and your learners.

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:
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 analysing and academically critiquing the teaching, learning and assessment strategies you chose to use, along with the emergent technologies employed, and reflecting upon their effect, impact and appropriateness to the lesson, the learning objectives and your learners. 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 peers and tutor/observer.

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 a teaching and learning context and/or benchmarking one theory, concept or approach 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:
Lessons are tactile experiences and therefore you should consider the way in which you plan and design your lesson as well as the tone of voice and content used. The design of the lesson should reflect consideration of the learning objectives, the target audience and the real-world context of post compulsory education. The lesson should incorporate mechanisms to encourage and maximise leaner 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 attributes expected in postgraduate-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:
The micro-teach requires planning and selection of appropriate and relevant teaching, learning and formative assessment strategies and approaches, and the effective use of emergent technologies to enhance the learning experience. You should adhere to professional standards and adopt a professional approach to your delivery of the micro-teach session, demonstrating fully how you are able to transfer skills learned through the programme to the particular context in which your micro-teach is set. In doing so you should reflect the professional practice of a teacher in the post compulsory education and training sector. You need to consider your audience and ensure your style and approach engages with those learners. Following your micro-teach you should critically reflect upon and evaluate the experience relevant to your own 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	**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 (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of 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 which is informed by the latest research and/or advanced	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	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	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

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scholarship within the discipline.)		scholarship within the discipline.				of the knowledge base.	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.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent,	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.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex

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complex and unpredictable contexts.)	the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	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.	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.	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.	Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	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; 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.)	Communication medium is inappropriate or misapplied. Work is poorly structured, 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.	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 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	Can communicate in a suitable medium but with some 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	Can communicate effectively in a suitable format but may have minor errors. 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	Can communicate well, confidently and consistently in 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.	Can communicate professionally confidently and consistently in 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	Can communicate with an exceptionally high level of 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

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
		graduate employment.	employment, with some areas of minor weakness.	of minor weakness.		employment skills and an appetite for further development.	further development.