

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Professional Graduate Certificate in Education (ProfGCE) Primary Pathway and Secondary Pathways		
Module:			
Module code:	ECAD6054	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Jessica Roberts	Internal Verifier:	David Stacey
Assignment Title:	Assessment Component 2: A Critical Evaluation of the Development of a Strategic Target in a School Development Plan: Actions, Impact, and Evidence-Based Reflections	Word count (or equivalent):	Coursework: Written Assignment (2000 words)
Submission deadline:	TBA	Return date of provisional marks & written feedback:	TBA
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: Work which is submitted up to 1 week late will be capped at 40% (D) for the first attempt and will be awarded a mark of 0% (F) for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

AIM

- To develop student-teachers' critical understanding of how pupils' learning is influenced by factors beyond the classroom e.g. national policies, communities and families, and how this understanding relates to matters of social justice.
- To engage student-teachers with an evidence-based approach which connects the community in which the learner lives, to the pedagogical choices made in the classroom to inspire learners and their families.

MODULE LEARNING OUTCOMES

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

- critically reflect on the school context considering the cultural, linguistic and socio-economic factors that may impact on learners' progress and achievement;
- evidence a deep understanding and application of the professional role of the teacher in relation to working closely with parents, governors, local authorities and agencies which support schools and the wider community;
- accurately analyse and critically evaluate local and national data to inform decision-making at whole school and classroom level, illustrating a secure and comprehensive understanding of lines of accountability.

INDICATIVE CONTENT

- A critical review of the development of educational policy and practice in Wales, including current priorities identified by the Welsh Government and the inspectorate along with their arrangements to secure change.
- Reflection, discussion and critique of the impact of contemporary priorities and initiatives on whole school organisation and school development processes.
- Consideration of school improvement processes driven by contemporary issues to support improvements in standards of teaching and learning.
- Critical examination of the philosophical beliefs that underpin effective school learning environments e.g., vision, mission statements, values and ethos, and how these are established and agreed with the wider community.

TASK DESCRIPTION

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

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

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

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

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

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

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

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

SUGGESTED ASSESSMENT STRUCTURE

Title: A Critical Evaluation of the Development of a Strategic Target in a School Development Plan: Actions, Impact, and Evidence-Based Reflections

Introduction (Approx. 200 Words)

Purpose: Provide a concise overview and set the stage for the assignment.

- Briefly introduce the task: critically evaluate one action point from the School Development Plan (SDP).
- Clearly state the strategic target chosen and its significance within the school's context (e.g., supporting EAL learners, improving attendance).
- Provide essential background information about the school (e.g., location, size, demographics, challenges).
- Outline the structure of the assignment, signposting key sections.

Literature Review (Approx. 800 Words)

Purpose: Establish a theoretical foundation for the SDP process and the selected target.

- Overview of the School Development Process:
 - Discuss the purpose and stages of school development planning, referencing Welsh Government frameworks.
 - Link the process to national or regional policies (e.g., Welsh Government priorities).
- Focus on the Strategic Target:
 - Explore key challenges associated with the target (e.g., barriers to EAL integration or improving attendance).
 - Discuss evidence-based strategies and approaches highlighted in recent literature.
 - Include a critical review of relevant research (e.g., policy papers, academic journals, and case studies).
- Critical Engagement:
 - Highlight gaps, contradictions, or emerging trends in research related to the chosen aspect.

Developing an Action Point (Approx. 600 Words)

Purpose: Analyse the school's approach to addressing the chosen SDP target.

- Context of the Target:
 - Explain how the target aligns with the school's broader goals, mission, or vision.
 - Provide context for why the target was prioritised (e.g., inspection feedback, community needs, or student outcomes).
- Implementation:
 - Describe the steps taken in your practice to address the target, including key actions, timelines, and resource allocation.
- Impact Measurement:
 - Discuss how the school evaluates success of the target (e.g., through assessments, surveys, attendance data).
- Critical Analysis:
 - Evaluate the school's approach critically, highlighting strengths, weaknesses, and areas for improvement.

Reflection and Evaluation (Approx. 300 Words)

Purpose: Reflect on your practice to support the school's efforts and propose evidence-based recommendations.

Conclusion (Approx. 100 Words)

Purpose: Summarise the key points and reflect on professional growth.

- Recap the focus of the assignment and your main findings.
- Summarise lessons learned about school development and the importance of evidence-based decision-making.
- Reflect on how this experience will influence your future teaching practice and how it supports your professional standards.

Submission

The two components need to be submitted to Turnitin **using different tabs**. This will be set up for you before submission.

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:

- *Use a broad range of credible, current sources (e.g., academic journals, policy documents, government reports).*
- *Include both recent research (last five years) and seminal works.*
- *Critically engage with literature by comparing and contrasting sources.*
- *Cite correctly and consistently, using an appropriate referencing style.*

2. Knowledge and Understanding Skills

At level 6, 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:

- *Demonstrate a clear understanding of school development processes and your chosen SDP target.*
- *Relate your analysis to national/local policies and frameworks (e.g., Welsh Government priorities, Estyn guidance).*
- *Explain key theories/models and link them to your focus area (e.g., inclusive education, EAL support).*

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:

- *Critically evaluate the school's approach, considering why and how actions were implemented and their impact.*
- *Compare practices with literature, highlighting strengths, gaps, and challenges.*
- *If relevant, use qualitative/quantitative data to support arguments and propose evidence-based alternatives.*

4. Practical Skills

At level 6, 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:

- *Apply theory to the school's context, using concrete examples from your placement.*
- *Reflect on challenges and limitations in real-world implementation.*
- *Make practical, evidence-based recommendations for improvement.*

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:

- *Present your assignment professionally, with a logical structure and clear headings.*
- *Write fluently, avoiding jargon, and ensure coherence for both academic and non-specialist audiences.*
- *Reflect on ethical considerations, e.g., anonymising sensitive data.*
- *Demonstrate how the experience informs your professional 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		
2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		
4. Practical Application Skills		
5. Transferable Skills for Life and Professional Practice		

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)

Late Submission Penalties (tick if appropriate)

Up to 1 week late (40% Max)

Over 1 week late (0%)

%

GENERIC ASSESSMENT CRITERIA

Level 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	GOOD	VERY GOOD	EXCELLENT
Category	F	E	D	C	B	A
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.
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	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	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	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
Category	F	E	D	C	B	A
	advanced scholarship within the discipline.	advanced scholarship within the discipline.			research and scholarship.	established views and the limitations of the knowledge base.
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.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and	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.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two Can identify problems and propose mostly appropriate solutions	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.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
Category	F	E	D	C	B	A
	unpredictable contexts.	Weak problem-solving skills in complex and unpredictable contexts.	Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	in complex and unpredictable contexts.	Evidence of some innovation and creativity.	solutions. Innovation and creativity evident.
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 graduate employment.	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 employment, with some areas of minor weakness.	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 of minor weakness.	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 employment skills and an appetite for further development.