

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student number:	ID
Programme:	PGCE (Secondary)		
Module:	Professional and Pedagogic Studies: Leading the Learning: what, how and why am I teaching?		
Module code:	ECAD6008	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Shân Samuel-Thomas	Internal Verifier:	Shan Samuel-Thomas
Assignment Title:	Prepare a portfolio (as though you were sharing with a mentor) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.	Word count (or equivalent):	5000 word equivalent, to include: 2000 words equivalent for preparation of portfolio of illustrative examples and accompanying notes 3000 words for critical account (+/-10%)
Submission deadline:	6/01/2020	Return date of provisional marks & written feedback:	03/02/20
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your		

	submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.
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Module Learning Outcomes (from module syllabus)

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

- critically analyse and evaluate a range of literature and research on effective pedagogy and learning;
- apply this knowledge and understanding to their own practice and to reflect on the impact of the approaches in a professional community;
- conduct close- to- practice research on the effectiveness of specific learning and teaching strategies to support pupil progress;
- develop the role of a professional teacher by adopting a strategic approach to improving teaching at class level, age phase or departmental level, taking into account research and evidence of effective practice.

TASK DESCRIPTION

This assignment requires you to collect, collate and critically reflect on examples of the implementation of three pedagogical principles in the first part of Professional Teaching Experience 1. The examples you include and the related discussion should be focused on illustrating your progress in planning and implementing **three** of the pedagogical principles, outlined by Donaldson (2015).

As students following the secondary pathway, you **must** include these two pedagogical principles:

- Good teaching and learning means employing assessment for learning principles.
- Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

The third pedagogical principle should be **one** of the following:

- Good teaching and learning means employing a blend of approaches including direct teaching.
- Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.
- Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.
- Good teaching and learning creates authentic contexts for learning.
- Good teaching and learning ranges within and across Areas of Learning and Experience.

The assignment involves two main aspects:

1. The presentation of illustrative examples from PTE.
2. A written critical reflection of your progress in planning and implementing the pedagogical principles, with recommendations for ensuring further progress.

The presentation of illustrative examples from PTE

You will need to collect and collate illustrative examples (i.e. examples that exemplify and enable reflection of progress) related to the planning and implementation (i.e. the application) of **each** pedagogical principle considered. These examples *might* include *some* of the following:

- lesson plans (or relevant parts from lesson plans);
- lesson reflections (or relevant parts from lesson reflections);
- examples of learner work/learner responses to tasks;
- photographs (provided permission has been sought from school);

- comments from formative feedback;
- notes from relevant PTE observations or bridging experiences.

Please note that the above list is not exhaustive and therefore you could include other PTE examples that may be relevant to reflect on where appropriate. As a *general* indication of expectations, you should aim to have at least three examples of application for **each** pedagogical principle. These may be related to one or several lessons. Some examples might relate to one or more pedagogical principles (i.e. it could be possible to use particular examples in reflecting on more than one pedagogical principle).

For the examples included you should try to annotate with the following:

- notes about context of the application (e.g. age/group/focus of lesson etc.)
- rationale for choices made in the application (e.g. why you chose to do something in a particular way)
- evaluative points related to the application (e.g. if you realise that a particular aspect of planning needed to be more detailed, you could annotate this with a suggested improvement or if you felt that something was particularly successful try to account for why it was successful).

It is important to note that, whilst it is important to provide annotated examples, your assignment will be marked on the *quality* of your critical reflection of progress in planning and implementing the pedagogical principles (supported by the illustrative examples), and not on the *quantity* of examples and annotations included. Words will not be counted in this aspect of the assignment, but the work you undertake in preparing it is considered equivalent to 2000 words of work and the preparation of these examples should inform and support the written critical reflection.

A written critical reflection of your progress in planning and implementing the pedagogical principles, with recommendations for ensuring further progress

The written critical reflection of your progress in planning and implementing the three pedagogical principles should be informed and supported by the reflective evidence that you have collected, collated and annotated. In this writing you should develop justified conclusions about your holistic progress in planning and implementing the three pedagogical principles by reflecting on your progress in relation to literature and by identifying areas for development. Hence the writing is more than an overview of the illustrative examples included, in particular this section should include the following aspects:

Aspect to include in discussion...	Examples of questions to support reflection (not an exhaustive list)...
Knowledge and understanding of what the literature says about effective teaching and learning (with a particular focus on the pedagogical principles under consideration).	What does the literature say? Why are these principles important? Are there different perspectives/interpretations of points?
Justified conclusions about progress in relation to the planning and implementation of the three pedagogical principles.	How well did I implement the pedagogical principles? How effective was the learning? How do I know? How does this relate to the literature? Were there things that were particularly difficult to plan and implement? Why? Do the pedagogical principles under consideration inter-relate?
Justified recommendations for development.	What do I need to do to improve/develop? How could I do this? How does this relate to the literature?

Possible structure:

Please note that this is a *possible* structure. You may choose to structure this writing in a different way. The key consideration is that you write a coherent reflection, informed and supported by the illustrative examples, meeting the assessment criteria outlined.

- A clear introduction explaining the context of Professional Teaching Experience and the focus of the writing.
- Discussion of literature on effective teaching and learning (with a particular focus on the pedagogical principles under consideration).
- Conclusions about progress on implementation (making reference to illustrative examples and reading)
- Recommendations for further development

One way of thinking about this assignment is that you will be **moving between** the **particular** (illustrative examples from PTE1) and the **general** (theoretical/overarching/holistic conclusions) and relating **theory** (what the literature says) and **practice** (what happened in practice).

Presentation of assignment

Your portfolio should be developed as a **OneNote notebook**, with separate tabs as follows:

Tab 1: Overview
to include: Assignment Title
Student Name
Student Number

Pathway (S-PGCE)

Link to OneNote assignment: Please create a viewing link (not an editing link) and place the link on the overview tab.

Tab 2: Pedagogical Principle (named): illustrative examples with annotations of first pedagogical principle

Tab 3: Pedagogical Principle (named): illustrative examples with annotations of second pedagogical principle

Tab 4: Pedagogical Principle (named): illustrative examples with annotations of third pedagogical principle

Tab 5: Critical Reflection: please note that a word count of this section can be checked by copying and pasting the text into a word document

Tab 6: Reference List

In order to submit to Turnitin you will need to **save the whole OneNote notebook as a pdf file.**

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment:

You should focus most of your reading on academic literature (books and articles) that discuss effective teaching and learning, with a particular focus on the pedagogical principles under consideration. Use the module handbook to support initial reading choices. You may also want to include Welsh Government sources (which will include Successful Futures and reading on the developing curriculum). Estyn thematic reports or effective practice studies may also be relevant. Occasional use of practitioner discussion (e.g. via educational focused blogs or social media) could be included if relevant. Please note the general expectation is that a range of sources is used; in this assignment this is about avoiding over reliance on particular sources (e.g. Successful Futures) and showing awareness of what may have informed this, what relates to this and what has literature/discussions have evolved since. The quality and relevance of literature included is more important than the quantity. Include a reference list at the end of your writing, using the UWTSD Harvard Referencing handbook as your guide.

2. Knowledge and Understanding Skills

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

Guidance specific to this assessment:

Your knowledge will be demonstrated through your discussion and reflection regarding the planning and implementation of the pedagogical principles under consideration and your understanding of these principles will be demonstrated through the choice of your examples and in the recommendations you make to ensure further development. You should show knowledge and understanding of the source and context of the pedagogical principles and what that might have informed them. You should show awareness of different perspectives that may exist in relation to the pedagogical principles (and their implementation).

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

You will need to critically evaluate your implementation of the pedagogical principles and how this impacted on the learners. You will need to justify judgements you make of your own teaching and/or the pupils' learning. Provide evidence that you have reflected on the literature in considering your own judgements and justifications. You could compare and contrast ways you implemented different pedagogical principles and could synthesise your reflections on each by considering how some areas may inter-relate. Make justified recommendations for how you could improve your implementation of the pedagogical principles under consideration, and also consider different ways this could be achieved.

4. Practical Skills

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

Guidance specific to this assessment:

You should be able to select and annotate illustrative examples of the pedagogical principles in practice and relate these to pupils' learning. You should be able to reflect on how the pedagogical principles work in practice and offer solutions for how the implementation could be improved, in the particular examples provided and, more generally, in your future practice.

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment:

You will need to make some decisions about the pedagogical principles to include, and also how to present the illustrative examples and their annotations. You will also need to make decisions about how to structure your written critical reflection. You will need to show that you can use appropriate media to present your portfolio. You should demonstrate the ability to communicate coherently and effectively, using professional (education focused) language accurately. Ensure you demonstrate correct use of punctuation (e.g. correct use of the possessive apostrophe).

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 (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and	Major gaps in knowledge and systematic understanding of the subject matter.	Gaps in knowledge, with only superficial systematic understanding. Some significant	Limited knowledge and systematic understanding of the relevant concepts and	Knowledge is reasonably detailed, accurate with a good systematic understanding of	Knowledge is reasonably extensive coherent and detailed. Exhibits very	Excellent coherent and detailed knowledge and systematic understanding of	Exceptionally coherent and detailed knowledge and systematic understanding of

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	principles within the subject area which to some limited extent, is informed by current research and scholarship.	the field of study and to some extent, current research and scholarship.	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.	the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of 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	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

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
				reason and evidence.			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 unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and personal	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 disjointed	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,	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent,	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very	Can communicate with an exceptionally high level of professionalism. Work is exceptionally

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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.)	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.	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.	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.	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.	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.	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.	coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

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