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| **TS4304 Contemporary Issues in Education and Training**  **Name**: **Pass / Refer**  **Assessment One : Written report (3,500 words)** | | | | | | | uclanlogo-72  and Partner Colleges | | | |
| The academic targets from my previous assignments and ILP that I will be addressing in this assignment are: | | | | | | | | | | |
| ***I confirm that this piece of work is my own and that all references and quotations from primary and secondary sources have been fully identified and properly acknowledged both within the text and in the references list.***  ***Signature of Student……............…………………………....................*** | | | | | | | | | | |
| **Criteria relevant to this task** | | | | | | | | **Pass/Refer** | | **Moderation** |
| **1. Achievement of module specific learning outcome(s): 1,2,3,4,5** | | | | | | | |  | |  |
| **a) provide an informed justification concerning the chosen significant issue, discussing its relevance to own teaching situation** | | | | | | | |  | |  |
| **b) examine the links between the identified issue and current educational developments and policies** | | | | | | | |  | |  |
| **c) evaluate the organisation’s responses to the chosen issue** | | | | | | | |  | |  |
| **d) critically analyse how the chosen issue impacts on the trainee teacher and their learners** | | | | | | | |  | |  |
| **e) make recommendations for practice to ensure a quality of experience for learners** | | | | | | | |  | |  |
| *Criterion no.* | | *Tutor’s comments on the achievement of the above criteria (see also comments in the margins of the coursework itself):* | | | | | | | | |
|  | |  | | | | | | | | |
| **\* As stated in the programme specification and module descriptor this module is graded only as pass or refer.**  **The indicators below are intended to provide formative support for your academic writing.** | | | | | | | | | | |
| *Criterion no.* | | **REFER** | | **PASS\*** | **GOOD PASS\*** | **EXCELLENT PASS\*** | | | **Pass/Refer** | |
| 2. Structure, organisation, and presentation of coursework: | | Weak structure and analysis lacks clarity. Little supporting evidence. | | Acceptable structure that partly reflects analysis. Weak and narrow in parts. Not consistently supported by evidence. | Good, flexible thought. Original and clear structure reflecting analysis. Supported by evidence. | Excellent, clear, imaginative structure, reflecting independent analysis. | | |  | |
| Inappropriate style. Disorganised. Inadequate presentation. | | Fair but sometimes stilted writing style.  Some presentational flaws. | Very good. Clear style.  Very well presented. | Lucid, fluent and compelling style.  Excellent presentation. | | |  | |
| No persuasive evidence linking topic to practice setting and knowledge. | | Consistent linking of topic to practice setting and knowledge. | Discerning linking of topic to practice setting and knowledge. | Persuasive and insightful linking of topic to practice setting and knowledge. | | |
| 3. Use of sources (including referencing): | | Engagement with some relevant literature, but with many omissions and little analysis. | | Sound engagement with some key literature, but with some omissions. | Effective engagement with primary and secondary sources. | Extensive, critical engagement with primary and secondary sources at the forefront of topic area. | | |  | |
| Incomplete referencing. Inaccurate citation, inconsistent style | | Adequate presentation & referencing. Some errors in citation. | Accurate referencing. Good accurate and consistent citation. | Complete accurate reference list and citation in a consistent style. | | |  | |
| 4. Application of theory, use of principles and concepts: | | Patchy grasp of field. Mostly descriptive. | | Adequate breadth and depth but some gaps. | Good breadth and depth. | Potentially publishable. Excellent breadth and depth. | | |  | |
| Inaccurate and limited understanding; little or no critical analysis. | | More descriptive than critical or analytical; some inaccuracies but adequate understanding. | Appropriate use of supporting evidence. | Effective and critical use of evidence. | | |
| 5. Evidence of analytical, critical and independent thinking: | | No demonstration of synthesis. | | Satisfactory synthesis in parts but not consistent throughout. | Thorough knowledge with some good synthesis of ideas | Excellent critical use and synthesis of disparate knowledge | | |  | |
| Mostly descriptive, lacks independent thinking. | | Sound understanding but limited independence. | Good accuracy and some critical insight. | Insightful, independent analysis. | | |
| **First marker:** | | | **Signature:** | | **Date:** | | | | |
| ***Please note that the grade at this stage is unconfirmed until the Module/Assessment Boards have been held*** | | | | | | | | | |
| **Instructions for resubmission (if applicable)** | | | | | | | | | |
| **Academic development targets should be based on the evaluative feedback for criterion 1 and the feedback indicators for criteria 2-5:**  **Areas to consider may include:**  Introduction/context, Discussion related to literature/theory, Reflection on impact on professional practice, Conclusion/summary  Structure, layout, presentation, Grammatical/spelling errors, Harvard referencing and reference list | | | | | | | | | |
| **Academic development targets:**  **Transfer these targets to your ILP** | | | | | | | | | |
| **Comments from resubmission**  **Final assessment decision (pass/ refer)** | | | | | | | | | |
| **Names of Moderators involved:** | | **Signature:** | | | Date of Moderation Meeting / Moderation | | | | |
| 1. | | 1. | | |
| 2. | | 2. | | |
| **Moderation feedback** (where appropriate) | | | | | | | | | |

Introduction

* What is the issue?
* Informed Justification
* How is it relevant to your teaching situation?

## Setting the Scene Nationally

* The context of the wider setting (government) and the issue (MACRO)
* Awarding Body Policies e.g. A-Level changes
* Government Reports e.g. Wolf, SEN Code of Conduct
* Bronfenbrenner (eco systems)
* Education Acts
* Funding (SFA & EFA)

## Setting the Scene Locally

* The context of the local setting and the issue (MESO)
* College Policy (Hargreaves? Handy?)
* Ofsted/ISI (Thompsons PCS Model?)
* Awarding Body (Visits)
* Surveys (NSS, Staff Survey)
* How has the institution responded? (Strengths? Limitations)

## Setting the Scene Personally

* + The context of your position and issue (MICRO)
  + Linear A-Level teaching conflicts with Constructivist ideologies like Vygotsky, Dewey?
  + Student groups (Tuckman, Forming, storming....)
* Learner responses (Skinner, Rogers)
* The impacts on the teacher (Advantages? T&L theories? Disadvantages? T&L theories)
* The impacts on the learner (Advantages? Links to Maslow, Disadvantages Links to Maslow)

## Recommendations

* Improvements for learner experiences
* Improvements for the institution (programme, department, wider)
* Improvements for national policy
* Improvements for teacher experience

## Conclusion

* Key findings/emphasise
* Suggestions for further research
* Reflect on changes in your professional knowledge

## Reference List

## Appendices