Online course assessment arrangements

Assessment Task	Units	Weighting	Learning Outcomes	Assessment domains
a) Design a leaning task which includes a graphic organiser and explain how you would use it with EAL learners in class b) Identify examples of good EAL practice in case study schools and explain how you can develop that practice in your school	1 & 2	40%	• consider, plan and evaluate effective support for the learning and language development of beginner and advanced learners of EAL • demonstrate an understanding of the factors that are likely to affect the emotional, social and academic development of newly arrived pupils in the country	Assessment Domain 1: Content, Knowledge and Understanding
a) Explain in detail what steps you would take to assess a newly arrived pupil b) Write a report for your SLT analysing your school's EAL data (including assessment data) outlining your school's strengths and weaknesses	3 & 4	40%	• demonstrate an understanding of the key issues in the national and international debates around the achievement and assessment of pupils learning EAL • demonstrate an understanding of the factors that are likely to affect the emotional, social and academic development of newly arrived pupils in the country	Assessment Domain 2: Range and Relevance of Research Informed Evidence Assessment Domain 3: Cognitive/Intellectual Skills Assessment Domain 4: Communication, Organisation and Presentation and Application of Skills Assessment Domain 5: Referencing, sourcing, acknowledging and coverage
a) What lessons have you drawn for your teaching from the two elective units? b) What lessons have you drawn for the organisation of EAL provision in your school from the two elective units?	5 & 6	20%	• demonstrate an understanding of the key issues in the national and international debates around the achievement and assessment of pupils learning EAL • consider, plan and evaluate effective support for the learning and language development of beginner and advanced learners of EAL • demonstrate an understanding of the factors that are likely to affect the emotional, social and academic development of newly arrived pupils in the country	

Units 1 & 2:	80-100 Exceptional	70-79 Excellent	60-69 Very Good	50-59 Good	40-49 Satisfactory	30-39 Fail	0-29 Fail
Assessment Domain 1: Content, Knowledge and Understanding	**Level 6:** Systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline understanding of the material covered in this module, and of the way in which key concepts relate to one another. Detailed appreciation of the way in which some aspects of the material covered are uncertain or contradictory. Learning outcomes: • consider, plan and evaluate effective support for the learning and language development of beginner and advanced learners of EAL • demonstrate an understanding of the factors that are likely to affect the emotional, social and academic development of newly arrived pupils in the country						
Assessment Domain 2: Range and Relevance of Research Informed Evidence	**Level 6:** An ability to deploy accurately established techniques of analysis and enquiry within a discipline. The ability to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. 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)						
Assessment Domain 3: Cognitive/Intellectual Skills	**Level 6:** Apply the methods and techniques that they have learned to review and consolidate. Extend and apply their knowledge and understanding, and initiate and carry out projects. Devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline. An appreciation of the uncertainty, ambiguity and limits of knowledge mature and independent approach to problem-solving. Create appropriate hypotheses and have used well-justified, imaginative and innovative approaches to explore them. A focus on: *Critical Thinking and Enquiry, Critical Evaluation, Critical Analysis and Interpretation ,Application (including employment context where appropriate*						
Assessment Domain 4: Communication, Organisation and Presentation Graduate Employability and Application of Skills	***Communication, Organisation and Presentation:*** *Express ideas effectively and fluently. Is able to communicate information appropriately and accurately using a range of media structure and style; organisation and coherence through a range of assessments, including essay; presentation; artefact; film; poster, professional report etc.* ***Graduate Employability Skills:*** *Ability to relate theory to professional practice. Skills of communication, teamwork, negotiation, problem solving, leadership, resilience and motivation. Ability to respect and recognise different perspectives and ways of working and demonstrate a high degree of professionalism e.g. for 'Presentations' the ability to share workload, engage in respectful, professional debate, recognise and value each person and their contribution, engage an audience etc.. Demonstrate initiative, creativity, imagination, motivation and self-management. Articulate an awareness of the social and community contexts within their disciplinary field.* **Level 6**: Critically evaluates 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 - to a problem. 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. Evidence of innovation and/or well-judged experimentation and risk-taking. Use of clear, accurate English, well organised, with flow and progression.						
Assessment Domain 5: Referencing, sourcing, acknowledging and coverage	**Level 6:** Sources used are all acknowledged in the text and reference list/bibliography, using correct academic citation – including online sources. Referencing is consistent throughout. Follows a professional approach to academic practice. Bibliography is outstanding in its breadth and depth and all sources are primary sources.						

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