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Editorial Board

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Editorial note

This is our fifth edition of the 'Journal of Academic Reviews'. In this edition there are four articles, one article is co-authored by the student and the teacher.

The first article is about education and the changes happening in the education sector for the past many years. It highlights the fact that education should not be seen as a commodity for sale. The education system should be robust and fit for purpose. The teachers need to be well paid and respected members of society so they will be able to provide good quality education.

The second article presents qualitative information on the significance of class attendance in obtaining success. Class attendance and lectures are very important in improving the learning of students. The article explains that statistically students with high attendance achieve better results than the students with low attendance.

The third article is co-authored by a student and teacher. It is regarding the Social Care Industry for elderly living in retirement homes in the UK because its under scrutiny. The users are advocating for an enhancement of these support mechanisms. A research study was conducted to find out the level of training required for careers in a South-East London retirement home and how it will enhance the quality of support mechanism.

The fourth and the last article is about how assessment helps in the learning process of the students. In the article different assessment methods and their importance in different situations was discussed.

I would like to thank all the writers for their valuable contribution in compiling this edition of our journal and hope you will find these articles interesting and informative.

Sincerely

Mrs. Sayeda Zain

Editor in Chief

Table of Contents

The Business of Education	06
Significance of Class Attendance in Attaining Success	29
Training of Careers; A case study	34
Assessment for Learning	44

The Business of Education

By Leslie L. Doyle

Abstract:

Education as a right for all has long been fought for but now its delivery has been subjected to the practices of the commercial marketplace. Making education the engine of a dynamic technological economy for the 21st century has been a difficult task over the last 50 years, which has failed due to the obstruction of vested interests namely the Universities. Modern business management practice is not a good model for education. It has merely enabled a new set of people to become fat cats and failed to address the main task which is providing an excellent and relevant education to develop the abilities and potential of everyone. Instead, we have tests and exams as performance measures of progress and improvement, but they are meaningless and a waste of time, which should be devoted to helping people learn relevant things in their lives.

Keywords: *Education, Private sector, polytechnics, universities, apprenticeships and academies.*

What Has Happened to Education?

Education has always been a political issue. In past times only an elite was educated. The elite were the landowners and powerful who controlled the political system and hence the economic and cultural system as well. It cost money to employ a tutor (for the boys) or a governess (for the girls) who would often be permanent residents in the household. The poor, the workers, were deliberately not educated because it would cause them to be dissatisfied with their state of life and so become recalcitrant and obstreperous and the rich would be challenged for their unfair advantages. There were however many initiatives by philanthropists to provide education for the underprivileged, such as the King Edward VI Grammar Schools which provided scholarships for bright poor children. (Barnard (1961), Curtis (1963)).

It was in the nineteenth century with its great social upheavals transforming agricultural societies into industrial ones that the workers demanded and achieved access to education for everyone. (Simon, (1965)) The seeds of a desire for knowledge came out of the Protestant Reformation, when people felt the need to be able to read the Gospels for themselves and not depend on the mediation of the Catholic Church to explain the ‘word of God’. So working men took it upon themselves to learn to read and hence acquire the basic tool of education. It

became formalised in the ‘evening classes’ or ‘night schools’ in Mechanics’ Institutes that sprang up in cities and towns all over the country and continues today in Workers’ Educational Associations. Here workers could learn about the real workings of the world, better themselves and their prospects and aspire to progress and achieve more personally.

It took the cataclysm of the Second World War for a government to set up a free education service for everyone from 6 years old all the way up to and including university as part of the Welfare State that also established the National Health Service.(McCulloch (2013))

In the 1960s, it was realised that grammar schools gave an unfair advantage to a certain sector of the population. Based on a culturally biased IQ selection process the Eleven-Plus examination for all primary school children discriminated against the majority of working class pupils. At the same time funding per capita for Grammar School pupils was larger than for Secondary Modern pupils.

Comprehensive Education was a welcome revolution in education in establishing a community of learning where all children from a local area attended the same institution and had a wide range of opportunities in Arts and Sciences as well as an all-encompassing social mix. (Rubinstein & Simon 1969) The system was undermined from the start by the typically British compromises of not totally abolishing grammar schools – they survived in Kent throughout the Comprehensive era – and allowing rich people to opt out of having to mingle with the masses, by not incorporating private schools in the system. From this point an educational divide developed based on wealth. Private schools were able to maintain and develop educational facilities which provide the full range of educational opportunities in physical, intellectual, academic and technical education, whilst state institutions, subject to Treasury and party political whims, lost more and more resources – their playing fields, the teaching of the Arts and languages.

From an educational point of view the British state education system now doesn’t educate anyone. (Aldrich (2005)) At best it trains people to jump through hoops – arbitrary measures of a certain set of personal characteristics and abilities. Using exams as a criterion for progress only identifies who has a good memory and can write quickly. And the arbitrariness is deliberate. The important thing about the system is that most people must fail so that an elite can progress. The exam was invented by an ancient Chinese emperor to select Mandarins to be provincial governors and was designed to cover the widest range of arcane skills and abilities – such as music, astronomy, dancing, poetry - in order to ensure that very few candidates

passed. On an annual basis our children are put through a system that fails them, till we get to a position where two thirds of them have been told over and over again that they are failures. This is not education. In fact education is a word that hardly ever comes up in the discourse of what is supposed to be happening in schools. The best pupils can hope to do at school is pass exams. What they learn about and are tested on is irrelevant. If they learn anything it is by accident. The upshot of this approach to exam success is the development of a culture which demands special inputs for the potentially very able so that they are not held back by the less able members of their class. Hence we have the re-emergence of Grammar Schools, hence Free Schools, hence Academies with their special funding status guaranteed by politicians tweaking the funding mechanism of education to meet their perceived understanding of the needs of a certain sector of the electorate.

If parents are disappointed with the school system they can always send their children to be privately educated where they will be free of the National Curriculum which constrains the range of subjects taught, which require schools to have success targets to meet and are ranked in the League Tables so parents can see which is best at getting children through exams, and Government Inspectors constantly monitor schools through Ofsted Inspections. In the private sector, there are none of these harassments and education can still take place. You just need to be rich enough to afford it.

The problem with private education (the 'Public School system') is that it is divisive and not conducive to creating a society where there is equality of opportunity and it is ultimately undemocratic because it maintains a system where not all people are equal. In fact, especially with the middle class, private schools are chosen to ensure that their offspring do not mingle with the 'hoi polloi'. A private education is a badge of belonging to an elite. The hope of the aspirational bourgeoisie is that contacts will be made with rich and influential people and so careers secured for their children in profitable jobs achieved through the 'old-boy-network'. In the country which leads the world table of the brightest youngsters, Finland, there are no private schools. Everyone goes to state schools, there are no exams and there is no regime of Government Inspectors grading schools, or performance targets for schools.

Britain identifies itself as a place where science education is a second best option to the traditional academic model. The most popular professions among parents wishing the best jobs for their children are the Law and Medicine. Engineering rarely appears in the list of most desirable options. The post-war division of secondary education into Grammar Schools for the

top 10% and Secondary Moderns for the rest ensured that technical education was not recognised as an aspiration for bright middle class children.

At this point we come to the basic problem of the British Education system. From infant school to University entry, over 13 years of school input is designed to select the people who don't have to be taught. This elite group is blessed with the innate talent of a particular sort – its members can listen, interpret information, structure and write it down simultaneously and continuously. Such skills are perfect for the university lecture where students attend, listen, understand, take notes and then go to the library to read up further on the subject presented. So, Universities have traditionally not taught, they have lectured. The method of identifying these bright students works very well in achieving its required result. It is the written examination. Exams are designed to fail at least half of the group sitting the exam, regardless of their ability. If every examinee were a genius and they all passed there would be an outcry that the exam wasn't hard enough because so many people passed it. Indeed, this is the annual cry from the national Press when 'A' Level results are published. (Garner (2015)). Too many people passing an exam means that the exam was too easy, not that the learners were perhaps brighter than the last cohort, or better taught. Most certainly the teachers were at fault by allowing this drop in standards. So, the Universities are the tail that wags the dog. The nature of the University system defines the rest of the educational provision in the country. Universities test by exams so now the rest of the education system is tested by the exams. The problem of course is that education is about teaching and for 90% of the population that means giving them the tools to learn and guiding them through the learning process.

In order to address two important issues – the need to underpin economic security by having a high-tech economy and hence having to ensure that science and technology become more mainstream in the British educational scene; and the need to have more highly educated and self-motivated people to drive this high-tech economy - the plan was to increase the percentage of the population that received a higher education. (Ahier & Esland (1993), Ashton & Green (1996) and Bathmaker (2003)) When that percentage got larger than the traditional 10% up to 30% and now nearer 50% a profound problem was revealed: Universities don't want to teach. (Trow 1973) Academics are at University for the pursuit of knowledge. Research and publication is what they are about and their most important aim is to secure research funding so they can continue to do this. Undergraduates are required so that there is an adequate supply of bright minds to recruit as post-graduate researchers.

There have been various attempts to address this problem. The government promoted Polytechnics to provide higher education opportunities and focus on ensuring that technical skills were developed to the highest level. (Flude & Hammer 1990) These colleges were very successful so one bright politician decided they should become Universities to give them an equal cachet to the established Centres of higher learning. (F&HEAct 1992) Unfortunately, this did not work out as planned. Once they became Universities these technology institutes acted like universities, where the important activity is research not teaching, which is seen as a distraction. So the new universities became like the old universities, though they did accept the need to do some teaching because their intake was not as academic as the older more established universities' was.

The next Higher Education initiative by the Labour Secretary of State for Education, David Blunkett, was the creation of Degrees in technical subjects in order to give parity of esteem to vocational and technical subjects equal to traditional academic subjects (THES (2000), Foundation Degree Task Force Report to Ministers (2004)) And as these were degrees they had to be based in Universities which have each a special charter to be able to award degrees. And the Universities decided that the new technical degrees were inferior to traditional degrees and would only last two years and would be Foundation Degrees. Therefore, in order to get 'real' degrees, students would take a third year of university study for a full degree. So much for parity of esteem. Meanwhile the government supported the Foundation degrees by funding universities to deliver them by depriving the traditional and highly effective professional technical qualification route equivalent to the first 2 years of a degree programme but delivered generally outside universities, of its funding. (DFES 2003) This was the BTEC Higher National programme. This act shows how out of touch Government is with the reality of education and its actual relationship to the world of work and the needs of modern industry. There was no need to invent the Foundation degree and have different ones in every university that offered them. They could have converted the HND into the Foundation degree overnight and solved their problems. While Foundation degrees are pretty much dead in the water today the HNDs are undergoing a massive worldwide increase in recruitment because astute observers everywhere can recognise their efficacy and the role they play in providing that which is missing from traditional university degrees – understanding of the application of the knowledge in the real world. Indeed BTEC set up a consortium with several partner universities to deliver Foundation Degrees but their application was rejected. Notwithstanding, BTEC continued to prosper in the UK, despite learners now having to pay

for the courses themselves and it has survived the challenge of Foundation Degrees. Furthermore HNDs are now widely recognised as the first two years of a degree programme and progression from HND to a one –year top-up programme creates the route from vocational and technical HE to degrees, thus achieving the desired parity of esteem and the increase in the percentage of degree holders in the country. (MRC 2018)

Recent governments have been trying to promote a different route to achieve HE level qualifications for its prospective workers in the high-tech economy. This is the Young Apprenticeship programme. (Golden et al. (2010)) An apprenticeship is a centuries old form of training where a young employee is guided by an experienced worker to develop skills and expertise in a trade or craft whilst doing the job. In the twentieth century governments developed skills training by promoting apprenticeships through a subsidy called ‘the industrial levy’. All employers were required to pay an extra tax (the Levy) which they got back if they trained their new staff to achieve relevant qualifications. Standards were established by individual Industry Training Standards Boards to ensure that training was focused on the needs of each industry. This system was directed at people who had left school at 14, 15 or 16 and had basic educational qualifications. The system worked well enough, despite the reluctance of many employers to get involved, seeing that training enabled workers to get a better job and so they would move on thus depriving the company that paid for their training from benefiting from the investment. British industry and employment, unlike in many other countries, is based on a large number of small businesses, not a few large ones, who employ 80% of the total workforce.

However, the Apprenticeship scheme has not been a success, with only a 20% completion rate in some areas. This is because employers are not bound to employ their apprentices till they qualify and in a time of economic stagnation financial exigencies lead to making savings on salaries and ‘letting go’ the least experienced and newest staff. To compensate, the government scheme has focused on Higher Apprenticeships at levels 4 & 5 (the same levels as HNDs). (Gov.UK (2015. 2), DIUS/DCSF (2008)) The problem here is that 60% of the people on Higher Apprenticeships are not new employees as the scheme is being used to provide qualifications and training within an organisation, not to encourage new people to apply for jobs. All apprenticeship qualifications are based on National Vocational Qualifications (NVQ) which are competence based qualifications assessed on the candidate’s ability to execute competently physical operations in the workplace under observation. The idea was developed to recognise the skills that older workers had a working environment which had not been gained

through traditional academic qualifications, but by virtue of ‘learning on the job’ and developing the required proficiencies. (Raggatt & Williams (1997)) This became an easy and effective way of ensuring that a particular workforce was competent and qualified and almost overnight a largely previously unqualified workforce had their expertise recognised and certificated. The problem arose when it was decided use NVQs as a training programme to increase the skill levels of the workforce. As the qualification is based on being able to do something it is paradoxical that people who are hoping to do a particular new job do not have the opportunity to demonstrate their competence because they are not actually doing that job. Hence the use of current employees in the Apprenticeship programme especially at the Higher levels. It is instructive to note that at the annual National Apprenticeship Awards (Gov.uk (2018)) the winners are mostly from large organisations like British Telecom, which has some 200 Higher Apprentices, who are not new entrants and often already have degrees before they do their apprenticeship. NVQs at Levels 4 and 5 are not entry-level possibilities because the specifications require managerial responsibility and job roles of some discretion and authority which would not be given to an unqualified and inexperienced person like a new trainee. Unless, as we have seen at BT, they already have a degree (even though that does not guarantee any practical knowledge or experience). There has been some effort to overcome the difficulties of NVQs not meeting, training needs with the inclusion of a requirement to cover certain ‘underpinning knowledge’ for each unit of the qualification which explains and contextualises the skills and how and why they are deployed. (Hyland (1994)). For the Higher Apprenticeships the underpinning knowledge is often the HND in the subject area. This recognises the important and valid role the HND performs in vocational training in higher education, but not enough for it to be the principal element of a Higher Apprenticeship programme.

The problems with Apprenticeships are mirrored in the problems faced by training programmes run by Further Education Colleges in technical and vocational subjects. Students use ‘state of the art’ facilities and workshops to get practical experience and use the environment to do real work projects, such as in building crafts, and earn NVQs at Levels 2 and 3 after a full-time learning programme of up to 3 years. However, such trainees find they do not easily get employed despite their proven competence and ability. Employers often prefer young people straight out of school and give them employed work-experience and then send them to College for a day-release programme to achieve the same qualifications as full-time students do but in less than half the time. The stark truth is that having a relevant qualification is no guarantee of

a job and you are just as likely to get the job without one. So why study and train for a qualification? The simple solution would be for the Government to decide that a relevant qualification is compulsory for every job. Then Britain would be in the same position as France and Germany, whose technical training programmes are frequently set up as a challenge to British education and training institutions to mirror and excel. This challenge ignores the fact that in both those countries all jobs require a qualification to get into and therefore there is a continuity and successful relationship between training and employment which is completely lacking in the UK.

Successive Governments have tried to develop technical and vocational education in the secondary school system. Back in the 1980s the two organisations running programmes in these areas, City and Guilds of London Institute (City & Guilds) and the Business and Technician Education Council (BTEC), developed a school-based vocational curriculum for all 16 year-olds called the Certificate in Pre-Vocational Education (CPVE). (Macintosh (1986)) This was run in partnership with local Further Education Colleges all over the country and involved co-operation between consortia of schools and FE Colleges for a day-release programme where school children could have their first experience of the world of work. It worked very well for everyone who participated, but met a lot of resistance from some schools where only the less academically able students were given the opportunity and the brightest stuck with academic work at school. So it died the death. However, a year or so later the General National Vocational Qualification was introduced at level 2 (the same level as GCSE) as a full-time vocationally oriented programme in a variety of technical and vocational subjects. (Sharp (1997)) This proved very popular in FE Colleges and was later introduced into schools. Then an 'A' Level equivalent programme at Level 3 was introduced – the Advanced Vocational Certificate in Education which had the same value as 3 'A' Levels. (Hyland (1994)) This was also popular in FE Colleges and worked well. However, it didn't last and was replaced with an overarching Diploma, which allowed students to do a vocational element, and /or 1 or more 'A' Levels and involved a period of work-experience and the production of a Project Report. (Tomlinson (2004)) At the same time Colleges were allowed to recruit school-age children into full-time courses in the FE College onto relevant vocational programmes. (Gov.uk (2013), McCrone et al. (2007)) It seemed that the point had been reached where vocational and academic education had been fused and all learners could follow the same structure, but with the enormous bespoke variety within it and progress to university to meet the national target.

So why was that not the end of the story? The answer is the demon mentioned before, the tail that wags the dog which is the bane of the educational system – the Universities. Whilst nominally recognising the equivalence of the Diploma to a raft of ‘A’ Levels the universities prioritised those candidates with 4 ‘A’ Levels at the highest grades. Almost overnight the Diploma was killed off. The big mistake was that in introducing the Diploma the way was not paved by abolishing the ‘A’ Level system. It was disquiet with this academic route, which was essentially a disqualifier through its exams rather than a passageway to future study, that supported the development of the alternatives that were developed and adopted and proved worthy. The struggle for an alternative still continues with the widespread adoption of the Baccalaureate which is a broad based programme not confined to 3 or 4 academic disciplines alone, and which has gained some currency as an entrance qualification to university.

Moving down the educational ladder into the school system, Governments have tried to promote technical education pre-sixteen. Schools are ranked in the League Tables by area based upon the percentage of pupils who achieve grades A*-C in 5 GCSEs and the nature of exams means that it is impossible that 90% of examinees could pass. At the same time not all pupils are academically inclined and they will not be able to pass the exams to contribute to the school’s League Table score. Recognition of this by schools and subsequent pressure on the Secretary of State for Education led to establishing the equivalence of a vocational qualification say GNVQ at Level 2 to the 5 GCSE grades A*-C. (BBC News (2011)). Teachers and students were happy with this development and students who previously had only experience of failure in exams were able to achieve and learn something useful. However a change of Government brought a new Secretary of State who felt that vocational qualifications without exams were too easy and so exams were added to the coursework. (Wolf (2011)) As a result GNVQ success rates declined and teachers felt that the workload was increasing since they not only had to do a continuous assessment of coursework, but now they also had to make time in class for preparing students for exams. The BTEC tests were felt to be harder than the GCSEs and so many schools decided that they should just abandon vocational courses and put everyone in for the GCSE again even knowing that now many children would be condemned to failure again. The next Secretary of State decided that coursework was cheating because obviously the parents did the work at home for their children and so GNVQs would no longer have the GCSE equivalence. (Richardson (2012), BBC News (2017)) That justified the teachers’ pessimism. And so the clock turned back. The latest initiative is support for STEM subjects (Science, Technology, Engineering, and Mathematics) to boost the numbers applying

for university places in these disciplines. (DfBIS (2015)) New recruits to the teaching profession with degrees in these subjects are offered financial incentives. (Gov.uk (2015.1 p/)) But just because you have a qualification in a subject does not mean that you are able to teach it effectively.

There have also been local attempts to galvanise the system in the right direction to improve engineering and science education. In Kent, where grammar schools survived untouched with the consequent creation of poorly performing schools for everyone else much money and effort was spent in creating technology facilities in certain secondary schools. This was however done without reference to provision already available in the area in FE Colleges which already had large facilities and decades of teaching experience. Consequently a lot of money was wasted and the general situation was not improved. A similar but more national initiative was University Technology Colleges where Universities sponsored (at least they added their names to the enterprises) the establishment of well furnished facilities to train more schoolchildren in technology. (UTC (2015)) This venture has also ended in failure with numbers of students attending, never even near capacity when they started up, falling dramatically and leading to closure. A notable example that hit the national headlines was the one in Tottenham associated with Tottenham Hotspur Football Club, (Mansell (2017), Bulman (2017))

The major element in Government management of schools is the National Curriculum Tests (Sainsbury (1994)) (commonly known as SATs) which are given to all schoolchildren at least three times in their progress through the system. These are supplemented by additional teacher assessments, creating an atmosphere where children are constantly being tested and because the results affect schools' positions in the League Tables, teaching is directed to passing the tests and an inordinate amount of time and effort is directed at borderline students. Despite the fact that this system has not improved Britain's ranking in world student attainment and our pupils are already the world's most tested. (Simpson (2008)) There are currently moves afoot to test even infants in school. (Berliner (2018))

Educational policy has been characterised by a lack of planning and coordination and an enormous waste of money on grandiose projects which were both unnecessary and unsustainable. The lack of planning is particularly significant in the lack of teachers with the accompanying reliance on Supply Teachers and the shortage of them too. (Turner & Rosen (2017)) Along with reduced school budgets because of doctrinaire Government Austerity policies, classes are getting larger and teachers are having to work harder. It is therefore no

wonder that teachers are giving up the job, often within 3 years of qualifying after their training. There are over 100,000 trained teachers in the UK who no longer teach in the U.K. (Wilshaw (2016)). Apart from the strain of the job – some teachers work 60 hours a week to get the job done, what with all the assessment and recordkeeping they have to do at length for every pupil for every input they make- the pay is not very much and certainly not a match for teachers in Germany, Luxembourg, The Netherlands, Ireland and Denmark. (Mortimer (2015)) There is ultimately no respect for the teaching profession in the UK, unlike in other countries such as Italy for example. The general public perception is that teaching is an easy job as you get 14 weeks a year holiday. As any experienced teacher will know those breaks are essential to recharge the batteries for the next term. Teaching is a stressful job. The pay is so low that an American teacher in the UK was issued notice to leave as she could not maintain her right to remain because she did not meet the income requirement to do so. (Weale (2016)) That is how little we value teachers. Furthermore the incessant changes to the education system are carried out without ever consulting the experts, the teachers, and imposed by politicians and bureaucrats from central government with no idea of the realities of the classroom world. They mostly remember their own privileged education and think that the clock should be turned back to some mythical glory days when they were at school and whatever the demerits of that system then ‘it never did [them] any harm’.

The Business of Education

The chaos in education described above is the classic environment for the super-fix of modern times – privatise it all and let the private sector take over. We are in a world of ‘short-termism’ on a financial model – where is the quick return on our investment in anything? - and a parallel world of organise and re-organise so new leaders can show how dynamic they are. The big change we are now undergoing is not the introduction of business structures into educational organisation and funding because educational institutions like Universities and public schools have always been privately funded – either as a non profit-making charities or as endowed institutions with funds donated for educational purposes. Only the state sector has been in public control, funded by the taxpayer. The state pays an average of £6300 per year for a secondary school pupil (Belfield et al. (2017)) where a public/private school charges £15-£30,000. (Chu (2016)). What is different is that now unscrupulous businessmen have been let into the field and they are there to make a profit and line their pockets.

Let us look at that powerful tail, the Universities, and see how they have reacted to this new environment. The University business was sharply revealed when the government decided to react to right-wing xenophobia by reducing the number of foreigners let into the country. An easy target was the thousands of overseas students who came to Britain to study, so they were severely reduced. There was a resultant furore from the University sector claiming that overseas students contributed £5 billion annually to the British economy and we were cutting off our nose to spite our face. (Universities UK (2017)) Just as the Universities do well out of overseas student fees the government's decision to change the funding mechanism for higher education study by not paying universities directly for each student enrolled but providing funding to individuals through a student loan scheme was a bonanza. (Anderson (2016)) A range of permissible fees was suggested by the government, but most universities opted for the maximum, or £9,000 per year. The government justified the change by claiming that the money would be better spent if people were responsible for their own Higher Education and had to pay up front; this would encourage them to be more determined to succeed. At the same time the government would save itself the cost of paying for undergraduate university tuition reversing a policy that had existed for decades and which still persists in other European countries such as Germany. 50 years ago, there were no university fees and students were given a maintenance grant for living and residence expenses while they studied. The system was based on the idea that graduates would earn higher incomes because of their qualifications and so would pay more income tax and thus the government outlay would be repaid. So why did this equitable system end? Only because the government wanted to look like it was saving money because we live in times of supposed 'Austerity'. Whether the system would work and the loans would be repaid was a matter of no immediate concern and could be left for others to deal with in 20 years' time. It was noted, however, that even now it is anticipated that 45% of the loans will not be repaid, because people will not earn enough to afford to do so. (Connolly (2017))

The increase in people getting degrees has devalued the qualification – it is no longer a sure-fire entry into a well-paid job. Hence, graduates earn less than they used. At the same time government policies have led to a sharp increase in housing costs – either via mortgages or rents with the result that a graduate could face a debt of £50,000+ on graduation having accounted for living costs whilst a student. This will also prevent most from ever affording a mortgage to buy their own home, even with a 30 year mortgage. At the same time, many students feel they have not had a good deal from their university experience. (Collinson

(2016)). They could have been taught for as little as six hours a week and left to their own devices for too long. They may never have been taught by the famous academic in their department because s/he was uninterested in such a lowly undertaking.

Meanwhile the universities have been laughing all the way to the bank. Income of nine thousand pounds a year from each undergraduate and teaching costs of 6 hours at £50 per hour for 30 weeks = £9000 for 100 students = £90 each and add overheads to pay for the establishment say £500 per person =£590 and that is a tidy profit. For managing this business bonanza the Vice Chancellors award themselves massive pay rises and bonuses to match the tycoons of private sector businesses who ‘deserve’ a reward for their success. The recent case of the VC of Bath University is a case in point which caused a scandal and the eventual resignation of the post holder. (Adams, (2017))

A similar monetary focus was confessed by the recently appointed Vice Chancellor of King’s College, London who was reported as saying he saw his job as a property magnate doing deals with the College’s central London property and in other locations to maximise income and revenue. (Grove (2015)) So much for educational leadership.

Universities are using their undergraduate income to support their research departments which they consider the most important aspect of their work, but it only earns on average 20% of the University’s revenue. (Adams (2016)) At the same time universities have moved into developing commercial applications of their scientific discoveries and many have associated Technology Innovation Centres and Industrial Parks to house these ventures and recoup some of their research expenditure. (Cambridge Science Park).

Whilst universities are becoming more entrepreneurial they have also adopted some of the more unattractive aspects of the modern business culture. Executives pay themselves enormous sums and the foot soldiers or ordinary lecturers are underpaid even in comparison with what they used to earn a few years ago. Many are on zero hours contracts, which means they only get paid for the hours they teach and there is no expectation of a regular weekly wage. So the workers are being penalised while the managers are prospering. It does not bode well for an operation where the customers are dissatisfied and the front-line staff are disaffected too.

In Further Education colleges the financial situation is different from Universities. In the mid 1990s, they were made independent from Local Education Authorities and were funded directly by central government. (Lucas & Crowther (2016)) There were a few prosperous years in the early period of the Blair government when there was a lot of investment in the sector as the

colleges were called upon to remedy the deficiencies in the delivery of government education policy ignored by the University sector, the Schools sector and the Industry Training sector. This was followed by a period, still ongoing, of amalgamations of FE colleges within an area in the name of cost savings and greater efficiency, supposedly in the possibility of combining administrative staff mechanisms across the group. (Welham (2015)) This rarely happened, but what did always happen that the new Chief Executive of the combined College got an enormous salary and the number of senior officers on good salaries increased whilst the rank and file teachers had their salaries frozen. When it was discovered that FE colleges were often better in achieving ‘A’ Level success, as well as excellence in delivering vocational qualifications too, than local schools and Sixth Form Colleges and did so for less per capita funding (Steward (2006)) it was decided, nevertheless, to charge them VAT on their income thus effectively reducing their funding whilst their competitors (Sixth Form Colleges and School Sixth Forms) were exempt. (AoC (2015))

In the school sector the big business advance was in the creation of Academy chains following a Swedish model. (Gash (2015)) Academies were set up originally as a response to poor performance in an Ofsted Inspection, to give such ‘failing’ institutions a new image and a large dose of special funding. But later privately financed institutions with state approval got in on the act and even secondary schools attracted by the bait of an influx of money to right outstanding problems volunteered to become Academies. Of course a new feature of these academies is enhanced salaries for those at the top while the teachers’ remuneration is kept down. Decreased funding means no money for classroom assistants, which makes the teacher’s job more difficult, and rising class sizes adds to the problem because there is no money for additional staff. (Shimmon (2010))

The deliberate lack of co-ordination of all the various strands of offering in the secondary sector provides a good hunting ground for predators. Taking control of several academies promises greater efficiency and cost savings which it is implied would ease monetary difficulties experienced because of other deleterious factors in the funding and delivery process. In effect these amalgamations have led to even greater opportunity for managers to pay themselves more because of their increased responsibility and obvious merit. The next stage is asset stripping – consolidating valuable resources from several Academies and extracting the money from the system for personal gain. Then when the financial deficits make the process unmanageable the directors decide to give up the ghost and abandon the enterprise. This indeed happened with the Wakefield City Academies Trust (Perraudin (2017)) chain of 21 schools in October 2017.

It was not the first time such a thing had occurred and it has been followed by the Carillion scandal which has thoroughly discredited the whole idea of privatising services in the name of profit and so-called greater efficiency. There the managers rewarded themselves largely and their shareholders, deprived the workers' pension fund of £ 570 million, ran up a billion pounds of debt and walked away from the disaster, leaving the state to pick up the pieces and pay subcontractors' wages and pensions at a final cost of far more than if the projects had been conducted directly by government. (Hutton(2017)).

Conclusion

These are the lessons of the Business of Education:

1. Education should not be seen as a commodity for sale and controlled by a system that is concerned primarily with making money and not educational excellence.
2. Education should be uniform and free to everybody
3. Social Mobility and Equality can only be achieved by everyone having the same education and becoming aware of the diversity of people within society. If Public School education is so good why can't everybody have it? Or is it because it's expensive and therefore 'must be' better than it is sought after?
4. Continuity is very important to enable systems to develop and become robust and fit for purpose. In Germany after Reunification in 1991 the Ministries of Education of East and West Germany met to discuss the reintegration of their respective education systems. It was a short meeting because both states recognised the system established in the 1930s. (Hart, 2016)
5. Testing and Inspection does not guarantee good education.
6. Good education needs good teachers who need to be well paid and respected members of society and not seen as the scapegoats for family failures
7. Mimicking business executive high pay is inappropriate in a learning environment because it sets an example of one individual above the rest and not sharing the same world as everyone else
8. Education for all is the key to democracy and rampant capitalism is the enemy of democracy and so the two are not good bedfellows.

9. Business needs to develop a social conscience again and put the interest of its workers before profits to shareholders and bonuses and high salaries for executives.

10. There should be an automatic progression from study to employment for all to ensure that money is not wasted on unused training.

11. All jobs should have an entry requirement involving an appropriate vocational qualification.

12. Make the centre of education the development of the learner's innate talents, whatever they may be; and do not highlight the business of making money as the dominant feature in society.

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Significance of Class Attendance in Attaining Success

By Tabassum Ferdous

Abstract

Recognising the issues that regulate academic progression is a crucial part of educational sectors. Many researches have indicated that class attendance is an advantageous forecaster of succeeding in courses. Many studies have established that regular class attendance has a powerful relation to educational achievement. Class lectures are believed to be the most important methods of learning in particular for all undergraduate level academic programmes for communicating theoretical knowledge. Attending class lectures are very effective and beneficial for students because these explore the natural human ability for learning from verbally given information (The Key for school Leaders, 2017). Moreover, learning becomes easier when the environment is suitable formal, unobtrusive, and simultaneous. A class lecture influences the learner's mind to increase attentiveness, responsiveness, and interests. Such favourable atmosphere makes communications effectually memorable for the learners. Furthermore, students get opportunities to ask required information to lecturer which makes learning concrete.

This article presents qualitative information on the significance of class attendance in attaining success. In spite of introducing different policies learners habitually miss their presence in the lessons frequently. One of the most common findings is a constructive association between attendance and attainment. However, strict policy is not always a positive element to encourage students to attend classes. Thus, strategically other motivational factors can increase attendance to ensure educational achievement. This association is statistically substantial as students with higher attendance got better scores/ results than the students with lower/poor attendance (The American Biology Teacher, 2018). The relationship between academic/ cognitive excellence of students' and attendance has not given much importance in consideration of achieving success. (Department for Education, 2016)

Keywords: *Class attendance, achievement, education, progression, motivation, factors, presence and absence*

Discussion:

Missing a class lecture can be a rare incidence which may happen hardly once or twice in an academic term or semester. But absenteeism is no more an occasional matter. The increasing trend of missing lectures becomes a common phenomenon in the educational context of the UK. The outcome of this action may bring a frustrating result in the near future. It does not

only affect the student and affect the institution's good will. The UK government has applied strict education policy regarding the school attendance for mainstream education pupils but it is not considered as strictly for students of undergraduate programmes. Student Finance England has extended support for eligible applicants with flexible conditions. Student Finance England has been playing a significant role for many genuinely enthusiastic students for their higher or further education. The students who are intrinsically motivated to study, their class attendance are not an issue. But students who are extrinsically motivated only because of availability of Student Finance, regular class attendance are more questionable for them.

There could be many reasons behind not attending the class lectures, but benefits of attending a class lecture are incomparable; these are as follows;

1. The entire education process became progressively digitalised. Particularly what lecture serves, such as notes and power point slides, assignment brief, video clips, recorded lectures all are available to students through the access of Moodle or student portals or on YouTube. So students become flexible or reluctant attending lectures. But attending class gives an open opportunity to students to maximize their learning prospective by asking required information and questions to lecturer which makes learning enhanced. (Elizabeth Koprowski, 2015)
2. Many students avoid class lectures because they believe it is a waste of time as all necessary resources are available on Moodle or Portal. However, attending class lectures can really save students' time instead. A good lecturer usually makes a map or guide for students to prepare and complete their assignments, presentations or examinations. Lecturer states about the necessary requirements, e.g. definitions, theories, examples, strategy, framework, key terms, use of images, charts, graphs, word count break down to meet the assessment criteria and also tips for how to achieve a good grade or score high.
3. Attending class lectures are the only means to take good notes according to a student's own preferred way. A lecturer certainly highlights the most important areas of the context or subject and uses some terms and ideas during the lectures. These are the indications that an assessor would like to see the reflection of those in a student's assignments or exam paper. These taken notes can actually guide a student and save

significant amount of time when writing up the assignments or revising for examinations. (University of Huston, 2018)

4. Every learner got a preferred learning method which they are most comfortable to learn with. The four basic methods of learning are listening, reading/ writing, visualising and doing practically. One or two of these might be the preferred methods or style for individual learners. Many learners find lecture is very boring and choose to learn through the other preferred method. Though other options of learning are there, but avoiding class lecture is not helping them at all. Listening to lecture requires good concentration and concentration considered as a very valuable skill. So students who got difficulties to concentrate and learning through concentration they should join lecturers regularly to improve their concentration skills. Because this skill is not only required for listening lectures, but also for a better professional career. (Elizabeth Koprowski, 2015)
5. Attending class lectures develop students' multi-tasking skill and enrich pedagogical capacity. Listening to the lecture, reading from the displayed power point slides, precise what lecturer states and finally taking down notes within a short time are not easy jobs. Many students are doing all these activities at a time, but many find challenging. Escaping will not bring any solution rather motivating self to take the challenge, is the only way to move forward and develop the personal skill.
6. Lectures are not only explaining what displays on PowerPoint slides. A Lecturer discusses the context and contents with a series of real life examples, linking with theories and practice which assist students to clear their concept and understanding and they also remember it for a long time. These are not available in any hand note or text book.
7. A class lecture session is not always or only about that a person who will speak in front of a group of students. The class atmosphere also influences a student to participate in the learning process by being interactive and proactive. Students do not learn only from a lecturer, but also learn a lot from their classmates. So being absent for a lecture session means a lot of things has been missed.

8. Missing lectures mean a student missed an opportunity of asking questions, getting clarity, sharing own ideas or opinions, learning from other student's shared ideas and opinions, knowing real life examples, group discussions and many more. So learning from a such learning environment is also a great learning.
9. Attending class lectures regularly and asking questions to also help building relationship and good rapport with lecturer and classmates. Particularly, it is important when a good reference required for higher education or even for an employment. When a student misses a class lecture for a genuine reason, then other classmates can be a supporting resource. Missing lectures nullify all these great opportunities.
10. There are numerous noble reasons to attend lectures. These reasons are not only focused for educational achievement, but also points to social and personal skills development. Missing class lectures can develop as a habit, 'more you allow more you miss'. Attending lectures regularly and punctually demonstrate a student's responsibility for own education, enthusiasm, commitment, reliability and sincerity.

Conclusions:

A very significant point to remember that students are accountable for what they learn and their education is only as good or bad as they make it. Attending lecture builds confidence in students and proves that they are making an effort to learn. If students are not self-motivated to attend lectures, then they should attend lecture more because lectures are inspirational, they improve students' attitudes toward the subject and students like them" (Oxford Brooks University, 1981). So there is no good argument against attending lectures as lecturing widely considered as the dominant teaching method. The ten good justifications stated above are enough to establish that lecture attendance plays a vital role in achieving educational success.

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Training of Carers; The Key to Enhance the Support Mechanisms for the Elderly Living in Retirement Homes; A Case Study of a Retirement Home in South-East of London

By Olugbenga Muyibi and Francis Marfo

Abstract:

The support mechanism systems in the social care industry available to the elderly living in retirement homes in the UK have come under intense scrutiny as the users of the systems are advocating for an enhancement of these support mechanisms (Hoff, 2015). Although existing researches have assessed how the support mechanism might be improved upon, limited researches seem to have examined it from the carers who the providers of these support mechanisms. This article, therefore, attempts to fill the knowledge gap by examining how the support mechanism systems might be enhanced from the carer perspectives in one of the care homes in South-East London. Having gathered data by survey questionnaire, the study found that, while the carers are willing to render good support mechanism to the elderly, the social care industry's policy of enhancing their skills to do that, through continual training to adapt to changing working environment seems to have been neglected. This seems to have impacted negatively on their skills and therefore want the training policy to be re-instated. The study had some implications, such as challenging working environment and long hours, which also, might have impacted on the quality of the support mechanisms.

Keywords: *Retirement homes, quality of services, support mechanisms, training of carers*

Introduction

This article examines the support mechanism available to the elderly living in retirement homes in the UK and it challenges and how such support mechanism might be improved upon. The article begins with a brief background information for the study, followed by the literature review and methodology. Then also were the preliminary results, discussions and findings as well as some possible recommendations that might improve upon the systems, limitations of the study as well as areas for future research, then conclusion

Background of the study

The social care industry in the UK seems to be at a matured stage, but have some challenges, as a result of some problem faced by the elderly and vulnerable people in retirement homes

(Plimmer, 2017). This has been attributed to poor support mechanism designed for them, according to Hoff (2015).

The elderly people living in a retirement home in South- East of London are not exempted. This might be attributed to lack of quality training, which has led to high absenteeism and low staff retention, resulting in poor quality of services through support mechanism being rendered to some retirees and some vulnerable people in some of these homes (Hoff, 2015). The carers support mechanisms, in the retirement housing help many old, frail retired people live well in the society (Age UK, 2016). The carers help with personal care by helping them with their bath, cooking of their meals, cleaning the house, helping them with shopping, and other daily activities. They, therefore, worked directly with the elderly people living in these retirement housing, homes (Plimmer, 2017).

The retirement home in the South-East of London, according to myageingparent (2017) is quite a popular destination for older persons within the Southeast community, as the elderly are given their independence, yet with some support mechanisms (myageingparent, 2017). As a social housing provider, most of the carers who have been engaged to provide these support mechanisms to the elderly, seem to have been complaining of lack of quality training to enhance their skills to adapt to their changing working environment (Hoff, 2015) and this seems to have affected the quality of support mechanisms they render to these elderly who are their clients (Maier, 2016).

Therefore, as most people in the UK are gradually ageing, there is the need to examine the available support mechanisms in the retirement homes (Plimmer, 2017), and further assess how these services might be enhanced through training of the carers that are providing these support (City and Guilds, 2017), in order to enhance them to lessen the challenges being faced by the aged in these homes (Oliver,2016), which will, in turn, might bring some improvement in their health situation.

The aim of the study is, therefore, to investigate the carers on training and it would enhance the support mechanisms they are rendering to the elderly. The study is therefore set out to address the following objectives:

- Assess the level of training of the carers in the South-East London retirement home
- Examine how training would enhance the skills of the carers to render quality support mechanisms to those living in the retirement home.
- Undertake a literature review in the area of study through the use of secondary sources of data to help gain insights into the past research in the study's existing area.

Having stated the objectives above, there should be an underpinning research question that the study strives on. Therefore, the posed research main question is

- How would training impact on the support mechanism for the elderly in retirement homes?

Brief Literature Review

Independent Lives (2017) opined that it is very important that carers receive the continual training to acquire the right skills to support their clients, especially the elderly and vulnerable people living in retirement and care homes. The strengths of this argument is, equipping carers with the right and continual training to develop their skills that will enable them to carry out their duties very well (Independent Lives, 2017), however, City and Guilds (2017) argued that most of these carers are employed based on their experiences of the past and might be quite content with their already acquired skills and may seem no need for further training, which might lead to lack of some necessary skills that would have helped them to perform their duty as required of them in their changing and challenging working environment (Maier, 2016).

In their recent study, the Care Quality Commission (2015) in England suggested that because of fact that the industry is highly regulated, carers need to be equipped with the right and necessary skills to empower them to perform creditably on their given tasks. However, Hoff (2015) argued that most carers lack the necessary skills to function properly because management of some of these retirement and care homes do not embark on continual training for their employed carers.

Therefore, Cooper et al (2011) posit that the job of the carer is very challenging, sometimes dealing with adults who are suffering from dementia and others also suffering from other diseases. Supporting this view Barrett et al (2012) argued that the carers are often faced with escalating demands from their clients and may become a hidden victim of abuse. Therefore

Ball (2010) in his study evidenced that carers of people with dementia are more at risk of experiencing depressive symptoms and further argued that it is always difficult to care for people with degenerating diseases, especially dementia.

Therefore, Sugiyama and Ward (2007) are of the view that good and perceived emotional skills that the carers need to handle some of these abuses, seem to lack among them as a result of lack of continual training.

It is in this context that Burholt et al (2011) argued that carers need to go through intensive continual training, both physically and mentally to skillfully handle their clients with care to render good and quality support mechanism to them. Nonetheless, Maier (2016) argued that while most carers might be interested to engage in further training to enhance their skills, the pressures they go through and demands upon them by the management of some these homes seem to deprived of further training.

However, in their recent study, City and Guilds (2017) argued that lack of training among carers is on the ascendancy and therefore advocates for a flexible pattern of training that would fit with their schedules so that they can better their skills to render quality support mechanism to their clients.

Dignity in Care (2011) also proposed that health and safety practice at working environment that is enshrined in legislation by the Care Quality Commission are very important to the promotion of dignity in care, thus, training should be given to carers to enable them to be abreast with current legislative measures and regulations that governs the industry and also support them at their working environment.

Maier (2016) argued that this might be important for carers, as it may enhance their support mechanism strategies and also protect them and their clients. However, Hoff (2015) contends that most carers are not taking through these types of training, hence, there are lapses in the quality of their support mechanisms to their clients. Therefore, Maier (2016) advocates irrespective of years one might have worked in the industry, carers may need continual training as results of the changing nature of legal framework and ethics that govern the profession.

Charlesworth and Thorlby (2012) were of the view that the government policy of austerity to reduce the nations' budget deficit seems to have created a funding gap for the industry which seems to have impacted on the training of the carers, hence affecting the quality of the support mechanism to the elderly. Plimmer (2017) therefore contends that failure to address social care

funding, which part might be used to train carers for acquisition of quality skills to render good support mechanism to retirees and vulnerable older people will increase the pressure on the NHS, which in turn, may affect the quality of their services to their patients.

Methodology

This study used a survey questionnaire with simple random sampling technique to select the sample size. Therefore, a designed questionnaire that contains a combination of both open ended and close- ended questions were randomly handed over to the carers at the South-East retirement home. Before then permission was sought from the management of the home for their approval which is in conformity to ethical precepts of research with the consensus that the outcome will be kept for confidentiality purpose. Their responses were collected and imported into Microsoft office data recording and analysis software. In all, twenty questionnaires were randomly handed over to the sample of the population of the study who were carers in the retirement home. All the respondents returned their questionnaires implying 100% response rate was achieved.

Preliminary Results

The response rate being 100% was more biased towards women with 80%, while men also had 20%. Of course, this might be expected as it is evidenced that there are more women working in the care industry than men (City and Guilds, 2017). The respondents were mostly between the ages of 20 and 50 years. The analysis also shows that most of them had spent long years working in the South-East retirement home, hence in the social care industry.

Regarding the training that the respondents might have received, as a part of the policy of the retirement home in accordance with the legislation of Care Quality Commission to enhance their skills, the analysis reveals some interesting results. 80 % of the respondents who claimed to have worked at the scheme for over five years asserted that they have not progressed from the NVQ 2 to NVQ 3 in social and health care studies which is quite important for their profession, and as a result seems to impact on the quality of support mechanism they render to their clients. 70% claimed to be dissatisfied with the training they received from working in the home.

While 75 % also were of the view that their work is quite challenging, coupled with long hours and therefore find it quite difficult to engage in further training which might enhance their

skills. Nevertheless, the results showed that 60% were willing to engage in further continual training to enhance their skills should they be given the opportunity, with 30% being quite content with their professional skills, while 10% seemed to be of indifferent perception, in the sense that, should they be offered training they will embrace it, if not they will continue working with the skills and experiences they have already acquired.

Discussions and findings

The findings of the study showed that the main problem that might have impacted negatively on the support mechanism systems in the retirement home in the South-East of London is due to the lack of training for the carers, this confirmed earlier research by (Independent, Lives 2017). This is also a key contribution as it inconsistent with study of Care Quality Commission (2016) and City Guild (2017). Where both organizations seem to advocate that it is important for carers to receive continual training to augment their skills in order to render quality support mechanisms to their clients.

However, the study portrayed that most of the carers seem to have less training or have not been engaging in continual training quite often to enhance their skills and this might have impacted on the quality of the support mechanisms they render to their clients as opined by Hoff (2015). Nevertheless, another key finding of the study showed that some of the carers seem to be quite content with their skills as a result of their past experiences and might not see the need for further training. This evidence supports the study of City and Guilds (2017) but in contrast, Maier, (2016) opined that carers irrespective of the years of experience that might have acquired in the industry might need continual training to enhance as their skills because of the constant changing of legislation in the industry.

Recommendations

From the findings of the study, it is evidence that lack of continual training for carers seems to impact on the quality of support mechanism systems they render to their clients. Plausibly it is one of the areas in the industry that management of care homes or retirement housing units need to be very mindful of. It is therefore advocated that the Care Quality Commission policy of house training for carers needs to be institutionalised well in such homes.

In addition to this, City and Guilds (2017) advocacy of constant flexible pattern of training that may fit carers job schedules can also be considered. According to Maier (2016), this might help address the concerns of those who might assert that their lack of training is due to the

demands of their time of the profession. Thoughtfully, the study can be justified, because it seems to have sagaciously provided an understanding of what seems to have impacted negatively on a support mechanism for the elderly in retirement and care homes and what needs to be done to better support these mechanisms for them.

Limitations of the Study and Future Research

Arguably, the study seems to have provided insight into what might have impacted negatively on the support mechanisms for the elderly in the retirement home in South-East London, therefore the results might not be generalised for all retirement or care homes in the UK. Moreover, the sample size was too small, which might imply a large margin of error and therefore cannot be adequately inferred as the perspectives of all the carers in the retirement home.

Another factor that might have impacted on the study is limited time, as well as the respondent bias, as they may not have answered the questionnaires with in-depth consideration. For future research, the study can be replicated in most retirement housing homes in London or in the UK to assess the reliability of the findings

Conclusion

The quality of support mechanisms being rendered to the elderly living in retirement home seems to dwindle. This might be attributed to the lack of continual training that the carers need to augment their skills in order to render these supports to their clients qualitatively.

The findings therefore revealed that while most of these carers might be willing to enhance their skills, but they are being impeded by many factors such as long hours of work and lack of management of these homes to ensure that the training policy of the carers are adhered to in accordance with the legislation of the Care Quality Commission. The study, however provided recommendations for addressing these challenges and further identified the future area for research.

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Assessment for Learning
by Sayeda Zain

Abstract:

Assessment is an important tool in the learning of students. It should be developmental so the students will be able to learn more. There are different types of assessments like formative, summative, peer, self-assessment, inclusive assessment and etc. Inclusive assessment can be used for students with special needs. It provides equal opportunities to all students with reasonable adjustments where required.

Another way of assessment is through the use of practical knowledge. Different assessments can be used for different situations to help the students in their process of learning.

Key Words: *Assessment, Peer assessment, formative assessment, summative assessment, inclusive assessment, self-assessment*

Discussion:

Assessment for learning is the most vital tool in the learning of students. There are different types of assessments and for each method there needs to be a rationale in selecting that method. According to Brown (2004), assessment should be developmental rather than judgmental. It should be able to evaluate what students have learned and should encourage the students to show their full potential and capabilities. Both formative and summative assessments are important. Through continuous formative assessment the student can understand how they can improve their work and what corrections are required. Therefore, this feedback needs to be very detailed one and comprehensive.

There are many benefits of continuous formative assessment. It is especially very helpful for the students who are underperforming or students with disabilities to improve their work and to achieve the learning outcomes.

An improved and continuous formative assessment helps the low attainers and students with learning disabilities to show enhancement in their learning. (Black and Wiliam, 2001)

At summative assessment stage the students received the final grade and it should relate to the curriculum objectives. (Brown, 2004)

Peer assessment and self-assessment:

Peer assessment and self-assessment are also very effective tools in the learning process of the student. These assessments encourage students in taking control over their learning process. These tools help to promote learning among the students, raise their achievement, involve them actively in their learning and keep them motivated. (Assessment Reform Group, 1999)

According to Bloxham and Boyd (2007), the students are trained regarding the goals and standards of the subject before they assess. Peer and self-assessment helps the students in increasing the understanding of the subject, self-evaluation and helps them to become autonomous learners.

It has also been observed that students accept criticism more willingly from their peers as compared to their teachers and understand feedback more easily. (Bloxham and Boyd, 2007)

The teachers need to devote time and guidance to develop the peer and self-assessment skills among their students. The students learn about assessment through experience, extensive social interaction and through active involvement. (Sambell, McDowell and Montgomery, 2013)

The teachers should give small tasks to their students to develop their peer and self-assessment skills. The aim of those tasks were not to emphasis on marking to but to encourage students to participate in a dialogue with others about the assessment process for the better understanding of the criteria and procedures to put APL into practice. (Sambell, McDowell and Montgomery, 2013)

Some tutors are worried that while conducting summative assessment there is a possibility that some students collude with each other to avoid making fair judgments. Therefore, to avoid this it is better to use double anonymous marking, use multiple markers, use assessment criteria to justify marking, tutors moderate peer and self-assessment grades, only use peer self-assessment for formative assignments. (Bloxham and Boyd, 2007)

According to C Juwash et al, 2004, “Assessment provides a framework for sharing educational objectives with students and for charting their progress. However, it can generate feedback information that can be used by students to enhance learning and achievement”.

In a class there are sometimes students with special needs who should get the same opportunities like others to achieve their objectives.

The disable students should get the same opportunities like others to achieve their learning targets. (Bloxham & Boyd, 2007)

Inclusive Assessment:

Another method of assessment is an inclusive assessment which can be used to assess the students with special needs so they feel more comfortable and confident in their learning process. Students like to take the ownership of their learning process and feel more motivated and encouraged

According to Craddock & Mathias (2009) cited at Clipson et al (2010) use of diverse assessments is recommended as good practice.

Inclusive assessment doesn't mean lowering the academic standards, but on the contrary, it is to provide equal opportunities to all students and to make reasonable adjustments where required so the students will be able to demonstrate their potential. (Bloxham & Boyd, 2007)

While using this method, the teachers need to be very careful because the assessment approaches should be aligned with the assessment criteria.

The inclusive assessment approaches should be coherent with the learning outcomes, assessment criteria, marking and feedback procedures. (Clipson et al, 2010)

Different students have different learning styles so it is vital to assess disabled students in a manner which suits their style. (McCarthy and Hurst, 2001)

The students with disabilities are the integral part of the society, therefore they deserve every chance to enhance their learning to be successful in life.

The continuous formative feedback helps students in understanding where they stand and what they need to achieve. During the tutorial time one to one dialogue is important between the teachers and student regarding formative assessment. This will help especially the students who are underperforming and the students with special needs apart from their peers and on the other hand the teachers will also be able to get feedback on their performance.

According to Juwah et al (2004), there are seven principles of formative feedback: facilitate self-assessment in learning, encourage teacher and student dialogue, clarify good performance, close the gap between the current and desired achievement, motivate students, provide quality information for improvement and lastly, for the teachers that how they can improve themselves.

Another important factor while assessing the students is assessment through the use of practical knowledge, either in the form of case studies, simulations by using technology or gathering data through field trips etc.

According to Sambell, McDowell and Montgomery (2013) to keep the student engaged and motivated different assessment tasks can be designed linked to the real world case studies.

An authentic assessment can be designed by encouraging students into research based activities where they have to collect and analyse data. (Sambell, McDowell and Montgomery, 2013)

With the everyday advancement in technology, it becomes also vital to use it for the assessment methods.

According to Bloxham and Boyd (2007), students like working on different software and computer programmes for developing simulations. It is another interesting way of assessing where the actual situations are mirrored. It is more effective than traditional essay writing and examinations.

Conclusion:

Assessment is a very important tool for the learning and development of the students. There are different types of assessments which can be used for different situations and also for students with different / special needs to get the best out of them. It's the teacher responsibility to analyse and decide which type of assessment should be used in the class.

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