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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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ASSESSMENT COMPONENT: One

STUDENT NAME: Lucy Beckett

STUDENT NUMBER: 2000251

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Part 1 Essay

Word Count: 1186

This essay will consider some of the current thinking surrounding behaviour management in classrooms and how this affects our Post-16 learners. In addition, I will also consider learner engagement and the ideas surrounding how to this effectively within our classrooms. A lot of the conversations surrounding behaviour management originate from primary and secondary education, as adult learners were previously seen as having chosen to be there and therefore little regard was given to managing their behaviour or motivation. There has now been a change in thinking where PCET practitioners need to rethink how they can implement strategies into their teaching to manage and motivate their students.

When considering the professional standard 'Demonstrate commitment to learners, their learning, safety and well-being' (Welsh Government, 2023) it is clear that there is a need to take more care of our students in a pastoral aspect in addition to looking after their educational needs.

The first concept that will be explored within this writing is Pivotal culture (Dix, 2005). The fundamentals of pivotal culture revolve around the educator creating an environment which will allow for a positive and well controlled learning environment. This is a concept that covers both the behaviour management of students and affects their motivation to learn. This concept covers both how educators should create a positive learning environment in addition to deal with any issues that arise, it acknowledges that even the most well thought out learning environments may still need some interventions of disruptive behaviour. The initial pillars of pivotal classroom culture cover the educator having consistent adult behaviour, first attention to best conduct and relentless routines. These points align well with many of the professional standards, most specifically representing 'Demonstrate dignity, courtesy and respect towards others' (Welsh Government, 2023) and 'Build positive and collaborative relationships' (Welsh Government, 2023), which in accordance to the Equality Act (UK Government, 2010) reinforcing this respect for all learners will allows adult learners to gain the most from their experience. In addition to this considering UWTSD's Strategic

Equality Plan 2024-2028 there is lots of discourse in Higher Education surrounding how to best support students allowing them to feel that they are supported and have a positive relationship with teaching staff in order to allow them to achieve their potential. (UWTSD, 2024) The further points referenced within the framework of pivotal culture; scripting difficult interventions and restorative conversations form some of the fundamentals of behaviour management within this framework. In particular the planning of difficult conversations can allow PCET practitioners to be better equipped to handle and manage disruptive behaviour. According to research educators often experience that what they have been taught about behaviour management is unhelpful during a real-life situation and therefore can leave the educator feeling out of control or isolated (Lebor, 2017). As a result of these points pivotal culture can be seen as a useful resource for educators as it allows them to take more control of their classrooms and increase the likelihood of a positive experience for both learners and educators. It is a wide reaching and general framework which covers the majority of different areas however, it is also important to remember that this is not completely prescriptive and will not cover every single specific scenario.

When considering the research and theories specifically surrounding motivation of students a key theory to consider is Locke's Goal Theory (Locke, 1990) The fundamentals of the theory describe there being five different principles; clarity, challenge, commitment, feedback and complexity. It discusses the idea that goals act as a mean to motivate students and drive them to want to achieve. This thinking around motivation links in with Mullins description of motivation where it is described as meaning a driving force. (Mullins, 2016) This theory considers how both students and educators have a part to play when considering how students will achieve the best of their ability. This links in with the professional standard 'Enable learners to share responsibility for their own learning and assessment' (Welsh Government, 2023), the key word being 'share' as this theory demonstrates a need for the responsibility to move between the learners and educators and that without either side it cannot function properly. Within this theory it is underpinned with the goals being specific in order for students to produce their own road map for achieving what they set out to, it is essential however, that these goals are challenging and do not allow the learners to remain

complicit and within their comfort zones This will in turn build resilience which is something mentioned within the Well-being of Future Generations Act (Welsh Government, 2015) where it outlines goals that the country has for well-being. Within these goals it discusses how they aim to build a more prosperous and resilient Wales which links with this theory as instilling goals and building collaborative relationships will help to foster these ideas when they have left education. The research suggests that Locke's Goal Theory (Locke, 1990) can be successfully applied to PCET education as there will be a range of students from different backgrounds working with them to create specific goals which align with their skills and what they seek to achieve will have a positive impact on them within and post education.

Focussing back in on behaviour management and how this is also fundamental concurrently with motivating the students in order to support their learning. Mendler and Curwin's classroom management theory discusses the idea of 'Discipline and Dignity' (Curwin, 2018). This theory looks at how rule can be formed based off core values and moves away from behaviourist ideas of strict obedience and compliance. Unlike Harry Wong's Theory it doesn't discuss how to prevent behaviour issues but instead looks at setting up the classroom and then being able to deal with behaviour issues positively and maintaining the students dignity. This way of disciplining students will in turn motivate them as instead of traditional punishment this theory discusses consequences where they are able to move forward and succeed. (Curwin, 2018) ensuring students needs are met on a physical and mental level are key components to this theory where it discusses fulfilling students connection, competence and control. This has many ideas that cross over with other theories such as Maslow's Hierarchy of Needs (Maslow, 1943) REFERENCE, where it describes how learners need to feel that their needs are met in order to achieve self-actualisation and therefore their goals. This is already successfully applied within the PCET sector as there is recognition how discipline needs to differ from tertiary education as the learners are adults and as mentioned in the discussion around Pivotal classroom culture it is imperative that the educators set the best standard and reflect that. This additionally underpins the professional standard 'Demonstrate dignity, courtesy and respect towards others' (Welsh Government, 2023).

In conclusion the research shows there are many different ways to manage behaviour within classrooms and in addition many ways to motivate learners. It is essential that these areas are not overlooked with PCET education as there is the opportunity to instill new behaviours and ideas within students who can then take these forward into post-education life.

Part 2 Reflective account

Word Count: 1189

This reflection will look at two observations within my placement where I will be looking at student engagement. Although the observations are of the same lecturer they are of very different classes and students. The students in the first year are very quiet and therefore it is essential to implement more techniques for engaging the students and then the second year students are already very engaged so it is about finding ways to get them to expand their thinking and focus their learning.

Reflecting on the first lesson plan, the session was with the second year students and took place in Y Fforwm which is UWTSD's central library. This session was very successful in terms of student engagement and demonstrated a successful use of an off-site lesson. This lesson was beneficial to the students as it allowed for them to be fully introduced to the library and the strengthen their research skills. This aligns with the professional standard 'Enable learners to share responsibility for their own learning and assessment' (Welsh Government, 2023) which is also reflected within the task they were set to utilise the library to find their own resources. This was successful in engaging the students as they shared responsibility and when considering their motivation there were appropriate resources available in order for them to be motivated and therefore engaged. This task was successful at activating students intrinsic and extrinsic motivation depending on their individual learning styles and preferences. (Deci, 2000) For some students they will be driven by their internal interest and desire to conduct research as a result of the personal project. For other students who perhaps have less interest in the research side were motivated by the task yet and the knowledge that they would be sharing what they found in front of the other students. Reflecting on this the lecturer has created an environment when the students may see each other as more knowledgeable others (Vygotsky, 1978) which increases their motivation to want to have successfully completed the task in order to feed back to the group. During the feedback portion of the lesson the lecturer was able to take on more of a facilitator role and was able to allow the students to guide the conversation. In this part the lecturer got the students to feedback one by one going through their selected items

this worked well as it got students to articulate their research in a succinct manner and then lead on to critique of the work and discussion with the other students. When considering the professional standard 'Build positive and collaborative relationships' (Welsh Government, 2023) this type of group work enforces students positive working relationships with each other. In reflection this part of the session worked well as the students are already very engaged throughout their studies and this session was well designed in order to harness and develop this desire to learn. However, this session would have been more difficult and potentially too stressful for a quieter group and therefore a different approach to the feedback may need to be considered.

When considering the second lesson observation with the first years there are many points in which different methods were used to increase learner engagement but it was a more difficult session as mentioned this a particularly quiet year group. The session began with an activity that is repeated every week, this echoes the thinking of Harry Wong where his discussion around classroom behaviours and practises discussed the idea of having a consistent classroom routine in order to manage students behaviour effectively. (Wong, 1997) This is good teaching practise in theory however, observing this class they were reluctant to answer and the classroom discussion was very limited. Perhaps it would be better if the lecturer recognised that although this consistent routine can be beneficial to some students it doesn't seem to be successful with this particular class and therefore considering alternative methods for engagement could be better. This would show good alignment with the professional standard 'Maintain and update knowledge of my subject(s) and how best to teach and assess them' (Welsh Government, 2023) Once the seminars began the students worked much better in the smaller groups (Race, 2025) demonstrating that the application of different teaching and learning styles can be a simple change which can be effective in helping the students to feel more comfortable and therefore increase engagement. Comparing the lecturers role in this group dynamic as in the first observation they were able to act more as a facilitatory and guider of the conversation whereas with this group they needed to act as more of a leader in the session. I did feel that when observing the quiet moments sometimes the lecturer would try and fill the silence as opposed to giving the students time to formulate answers. In research within the Budd Rowe Study it is

suggested that students need around 30-45 seconds in order to process and a question and formulate a suitable response (Budd Rowe, 1986). It would be good to reference this and therefore get comfortable with waiting out the silence which is also a skill I am aware I need to develop in my own teaching practise and will be reflected within my action plan.

Finally I am reflecting on a session of my own teaching, this was also within placement with the second year students. The students responded well to this session as it was directly supportive of their submission at the end of the module. This demonstrates a practical application of Vroom's Expectancy Theory (Vroom, 1964) where the students are actively engaged with the topic or task because they believe it has a direct impact on their outcome. This is something that I could utilise more within my teaching practise as it would help me to ensure my lessons are the most beneficial to my learners and a valuable use of my time. This is something that I can ensure happens by considering my students motivation when planning my lessons and therefore showing a commitment to the professional standard 'Plan and deliver effective, learning, teaching and assessment' (Welsh Government, 2023). The discussion portion of the session was successful as students were really interested in the subject matter and therefore activated their intrinsic motivation. As mentioned in the reflection on the lesson plan I felt that this session would have been better if I had planned it to be longer as I did feel that the students would have benefitted from more time to develop their ideas further and to be able to formulate a plan to develop their work. When considering Hertzberg's Hygiene Theory (Herzberg, 1959), students feeling that they have enough time to complete set tasks will influence their 'hygiene' factors such as the learning environment and quality of teaching. Overall the lesson was successful however, now I am more aware of engagement practises then if I were to deliver this session again there are opportunities to engage my learners more. These are all things I will consider for the future development of my teaching practise and therefore will be reflected within my action plan featured in the appendices.

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Appendices

Teacher Observation Form



Teacher	Joe Coleman
Date	26/2/2026
Group	Second Year- Photography in the Arts + Documentary Photography and Visual Activism
Topic/Context	Research into Photobooks- session delivered in Y Fforwm
Notes on the lesson: • Students are working on a module where the outcome is for them to produce a photobook • Session being delivered in library split into two sections- the first half a research task where students have to find three different books each and the second half being a discussion and a chance for students to share what they have found • Three books to find = a book where you like the design, a book where you like the content and a book where you like the layout/flow • Whilst students were looking for books in library the lecturer was around in order to ask questions or to assist/ develop students thoughts when required • Some students were really engaged independently while looking for books whereas others seemed to be more engaged working with a partner • A small number of students seemed hesitant and therefore required some extra support from the lecturer in order to increase their confidence and allow them to engage in the intended way • The second part of the session was great to watch • Every single student was confident discussing what they had found as they had been given ample time to conduct the initial research	

- There were some really great discussions about work from students and they were happy to talk about each others findings and give opinions
- The lecturer was facilitating and then would add points if needed or relevant but didn't feel as if he was having to do most of the work
- Students seemed to develop points and ideas through the discussions and were clearly taking influence to carry forward into their own books
- The lecturer encouraged students to look at eachothers choices and to critically consider their own opinions which is an important skill for them to develop
- Many of the students checked out the books they had found and commented on how they would return again as their books continue to develop
- Most students fed back to the lecturer at the end of the session unprompted to comment on how useful the session had been
- Students were clearly engaged throughout

What I have learned:

- This lesson was a really successful application of a session outside of the usual classroom setting
- It will be useful for me to consider how I could utilise off site sessions in my future teaching practise
- Students were very engaged as they were up and moving in addition to physically using research skills
- Facilitating a discussion is just as useful to the students as leading a session or a lecture
- Mixing up different teaching techniques or methods can allow for students to gain confidence and experience
- I shouldn't assume that students already have the research skills to utilise facilities such as the library and building in some time within a module can help me to support the students in developing these skills

Targets to improve my own practice (mapped to professional standards):
• Become more confident with facilitating research and discussion sessions allowing students to take more responsibility Enable learners to share responsibility for their own learning and assessment • Practise using different types of lessons/ teaching strategies in order for learners to gain the most from session Plan and deliver effective, learning, teaching and assessment

Teacher Observation Form



Teacher	Joe Coleman
Date	5/3/2026
Group	Year 1 Documentary Photography and Visual Activism + Photography in the Arts
Topic/Context	Seminar surrounding research methods
Notes on the lesson:	
• Session began with asking the students to propose an artwork that they had looked at in the week in order to conduct a quick artist study to practice skills • Students were a little hesitant to bring forward anything • It was emphasized that this is a task they complete every week so they were aware they would be asked to suggest something • An artwork is then suggested by a student and the class discuss the content, context and composition • Students seem hesitant to answer, the lecturer is very encouraging and manages to get different people to bring forward points but this doesn't really manifest into class discussion • After this students are split into two seminar groups, this is determined by the research. Methods that students have been using to produce work and similar/ methods with cross over are grouped together • This was of mixing the groups was a good choice as it mixed up the students who would perhaps normally work together in addition to mixing up the more vocal students and the more reserved students • In both seminars students were hesitant to begin with but once they were supported by lecturer with some introductory questions they became more comfortable having discussions • They were still not the most confident of groups however small group work seemed more successful then the previous larger group work • Students were clearly knowledge and well immersed within the work they were making • They perhaps just need some extra support in order to be able to articulate these ideas	

- Overall session was interesting and beneficial to students as they able to talk through their current thinking and ideas with peers and with staff which seemed to motivate them
- Lecturer was good at supporting students to engage in conversations although sometimes would seem to fill the silence instead of waiting out time for students to answer

What I have learned:

- Utilising different types of teaching sessions is useful as it can allow students to showcase their research and work in a different setting
- Getting students to give peer to peer feedback is valuable to learners as it helps them develop their own work in addition to developing their critical analysis skills
- Sometimes classes/year groups can be quiet and it is essential to find a strategy to work with this and hopefully overcome it
- Try not to fill the silence every time there is one sometimes students need time process/ answer- this is even more relevant when considering ALN learners- perhaps a different questioning strategy or technique can be used

Targets to improve my own practice (mapped to professional standards):

Continue to try different teaching styles/ methods in order to help my learners feel comfortable in sessions- finding ways to challenge them without embarrassing them

Demonstrate dignity, courtesy and respect towards others

Utilise peer to peer feedback more within my sessions **Enable learners to share responsibility for their own learning and assessment**

Lesson Plan

Topic: Photobooks as Outcomes		Class: Year 2 Documentary Photography and Visual Activism + Photography in the Arts	
Date: 19/3/2026	Length of lesson: 1 hour		Number of students: 12
Resources required: • Presentation			
Aim of Lesson Provide students with visual reference points and research to support them with the final production of their photobooks- looking at different methods for binding, covers, creating titles etc.			
Learning Outcomes – The Learners Should Be Able To: • Compare different techniques used in photobook production and their strengths and weaknesses • Discuss what methods best suit their portfolio and subject matter and how they could apply techniques			
Previous student knowledge required for the session: • Students will need to know what stage their current book dummies are at in order to consider how to develop them further			
Anticipated difficulties (if applicable): N/A			

Professional Standards (where are these being met within the session)

Plan and deliver effective, learning, teaching and assessment- this is being met through having a well thought out and planned session which will help support learners with their upcoming submissions

Demonstrate commitment to learners, their learning, safety and well-being- this is met by the session being useful to learners and supporting with the development of their final photobooks

Understand the importance of the Welsh culture and language as a bilingual nation- I will use courtesy Welsh throughout such as when welcoming students or thanking them for their contributions

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Recap	Questioning: How does the form of the photobook effect its function? Can you list different design choices? Elaborate on some examples, get students to expand on answers Have brief discussion about techniques students are already using etc or examples they saw in library etc	15 mins
Development	Techniques that can be used in final production of photobooks and what impact they could have	Presentation Use powerpoint to discuss and give examples of different techniques Use resources from class library to strengthen demonstration Making sure to put emphasis on how students can apply these to their own books	30 mins
Plenary/conclusion	Discussion		

		Facilitate discussion as class getting students to talk about what they have experienced in terms of book making so far and how they will apply this as they continue practical exploration	15 mins
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Assessment Strategies: when and how are they included within the lesson?

Recap- formative assessment of what they have already been taught in terms of how important to form and design choices are to the function

Discussion- another formative assessment where I am able to see how they will apply what they have learnt in prep for assessment

Informal reflection (to be completed after the session)

- This session went well the second year students are a very engaged group and they seemed to respond well
- This session could have been better with slightly more time as I felt I had to cut the discussion as the end slightly short as we ran out of time
- In addition to this I felt I had a lot I wanted to fit into the presentation as there as so many different techniques so having more time would have helped this as I did feel a bit stressed keeping an eye on the time
- The questioning at the beginning was great for assessing entry behavior in addition to seeing how engaged the students are with the module
- Some really lovely discussion around work and students are able to articulate themselves very well
- This session could work well in the future paired with a practical session here students are not only able to see what the techniques are but have a go at practicing them
- Overall I think students benefitted from this session ad hopefully will have positively influenced them as they spend the last month working on their outcomes

Target	<i>Specific</i>	<i>Measurable What</i>	<i>Achievable How</i>	<i>Realistic Why</i>	<i>Time-bound When</i>	Professional Standard
To improve on my ability to give students time to answer	Learning to leave silence and not fill it after asking the students a question they don't immediately have an answer for- they may require additional processing time if the question is difficult	In placement when I have lesson observations in the next academic year I will ask them to pay particular attention to this	I will practise asking questions and giving everyone a set amount of time to think and then get people to feedback- implementing it in this way will help it be more comfortable if it happens naturally	It is important that I am able to give my learners the processing time they require also makes my teaching practise more inclusive for ALN learners	December of academic year 2026-2027	Know how to use evidence and research to improve my practise Demonstrate commitment to learners, their learning, safety and well-being Value and promote diversity, equality of opportunity and inclusion
Improve my timings and have more awareness of this when lesson planning	I will develop my lesson planning skills in order to ensure I am not trying to fit too much into a lesson or given the option utilise a longer time to deliver more effective teaching and learning	I will compare new lessons with previous ones I have delivered and see if the teaching felt less rushed I can also ask for my mentor in placement to support me with this and observe	I will do some further research into effective lesson planning I will practise elements of my teaching with family and friends in order to gain feedback on what feels like the appropriate time I will also speak to my tutor and mentor	It is important that my teaching is beneficial for the learners and rushing through content will not help them	December of academic year 2026-2027	Plan and deliver effective, learning, teaching and assessment Demonstrate commitment to learners, their learning, safety and well-being
Develop my skills following the Pivotal Classroom	I want to build my use of this framework Developing the scripts for	Practise planning for difficult situations Perhaps using given examples	Practise the interventions and getting feedback on what was	Will help me be a better educator and be more	Before start of placement (OCTOBER)	Demonstrate commitment to learners, their learning, safety and well-being

Culture Framework	difficult conversations and planning for interventions	on Moodle or even asking classmates, mentor or tutor to provide some examples /roleplay	successful and not	prepared for difficult behaviour or situations if it arises		Build positive and collaborative relationships
Continue to be aware of methods increase student engagement and utilise them when appropriate	Ensure I continue to use methods that will students feel more engaged Keep my knowledge up to do so that if something unexpected comes up in lesson I can utilise a technique In addition building methods into my lesson plans depending on students and content	Practise different methods with my students and see which ones work with what topics and students	Practise methods Get feedback off students to see which ones helped	It is important I understand how to get the most out of my students Ensure my teaching practise is of a high standard	Easter 2027	Know how to use evidence and research to improve my practise Maintain and update knowledge of my subject(s) and how best to teach and assess them Demonstrate commitment to learners, their learning, safety and well-being