

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Professional Certificate in Education (PCET)		
Module:	Managing Behaviour and Supporting Learner Engagement		
Module code:	ECPT5003	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Katie Gardner	Internal Verifier:	Caroline Lewis
Assignment Title:	Reflective assignment	Word count (or equivalent):	2000 words
Submission deadline:	20.02.2026	Return date of provisional marks & written feedback:	20.03.2026
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)
• Articulate a sound awareness of a range of behaviour management models suitable for use with young people and adults • Reflect on own skills and identify appropriate targets for future professional development

TASK DESCRIPTION

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒

PROGRAMMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

Reflective report

Part 1 Essay (1000 words)

Students will be required to produce an academic essay that outlines current thinking and guidance in relation to behaviour management and effective learner engagement from an academic as well as legislative perspective. Students will need to consider the potential effectiveness of such strategies to post-compulsory learners as well as any challenges and ensure that they support their work with relevant reading and references throughout. This part of the assignment should be considered as an academic piece of writing, and therefore written and presented as such.

Part 2 Reflective account (1000 words)

Students will be required to undertake **two observations** of teaching professionals with a specific focus on how learner engagement was managed during the sessions and reflect critically on strategies and approaches used. Students are reminded to adhere to the professional protocol for observing and commenting on the work of other professionals. They will also be required to reflect critically on at least **one episode of own teaching practice** in relation to their own experienced of managing behaviour within the setting. There should be a focus on the teaching and learning approaches used and consideration given to best practice and implications for the student's own teaching practice.

A consideration of potential targets for future professional development in relation to behaviour management/learner engagement skills will also be required within the appendices and is not included as part of the word count.

Guidance for submission

Your final submission should include the following:

- Part 1 essay (1000 words total)
- Part 2 reflective account (1000 words)
- Reference list
- Appendices (not included in word count) – to include:
 - a. Copies of the teacher observation forms for the two observations undertaken.
 - b. Lesson plan for own teaching session that is being reflected on for Part 2
 - c. SMART Action plan for professional development in relation to behaviour management/learner engagement.

GUIDANCE FOR Students IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment:

Students will need to demonstrate engagement with appropriate reading that is related to behaviour management and/or learner engagement and how this can be applied within the post-16 classroom. Literature used should be appropriately cited and reflective of current thinking and practice and be utilised to support their writing throughout. An accurate reference list should be supplied that conforms to the UWTSD conventions.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show

your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

Students will be expected to show an understanding of what is considered good practice within the context of behaviour management and learner engagement and show an awareness as to how this can be applied in practice.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Part 1 of the assignment should demonstrate a clear engagement with the principles of effective behaviour management and learner engagement and a comprehension of its applicability to post-16 learners in particular. Students should be able to demonstrate an awareness of any potential challenges in relation to the post-compulsory sector in particular and how these can be responded to within the classroom setting. There should be clear links to relevant policy and legislation within this.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

Part 2 of the assignment should evidence clear reflection on own practice as well as that of others, indicating the learning gained from such reflections and how this will inform future targets for own teaching practice through the action plan constructed. This section should clearly demonstrate links to the professional standards.

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment:

Completion of work in accordance with UWTSD guidelines on the submission of assessments.

Student FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria		Marks available	Marks awarded
1. Engagement with Literature Skills		10	
2. Knowledge and Understanding Skills		20	
3. Cognitive and Intellectual Skills		30	
4. Practical Application Skills		30	
5. Transferable Skills for Life and Professional Practice		10	
Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 5							
In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.							
Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing,	Little or no evidence of reading and/or reliance on	Poor engagement with essential reading. No evidence	Engagement with a limited range of mostly	Engagement with an appropriate range of literature, including sources	Engagement with a wide range of literature, including	Engagement with an extensive range of relevant and credible literature. Consistently	Exceptional engagement with an extensive range of relevant and credible

academic conventions and academic honesty)	inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing convention is used incoherently or largely absent.	use of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	relevant and credible sources. Some omissions and minor errors. Referencing convention is evident though not always applied accurately or consistently.	retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	accurate application of referencing.	literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and critical understanding of the well-established	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or	Limited but adequate knowledge and critical understanding of the well-established concepts	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the

concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	main methods of enquiry, with minor gaps in the selection of material.	concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.		main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak	Limited attempt at critical evaluation and analysis of concepts and principles, tending	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical

limits of their knowledge, and how this influences their analyses and interpretations.)	concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / misinterpretation or failure to fully recognise limits of knowledge.	knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
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Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
	Little or no appreciation of the context of the application.	Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate	Basic appreciation of the context of the application. Theoretical knowledge and understanding of applied in practice,	Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.			

	Very weak problem-solving skills outside the context in which they were first studied.	links between the two. Weak problem-solving skills outside the context in which they were first studied.	but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.		identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.		
Transferable skills for life and professional practice (Effectively communicate in a variety of forms)	Communication medium is inappropriate or misapplied. Work is poorly	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a	Can communicate in a suitable medium for the audience but with some room for	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in	Can communicate well, confidently and consistently in a suitable medium for the audience.	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience.

to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and	disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal	improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with	a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional mi	with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.
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	decision-making.	responsibility and decision-making.	h limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.		nor weakness.		
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THIS DOCUMENT IS ALSO AVAILABLE IN WELSH