



MODULE CODE: ECPT6005

ASSESSMENT COMPONENT: One

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AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

I confirm that I have not presented any AI generated materials as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence

Part 1

Behaviour management and effective learner engagement in post 16 education influences student inclusion, retention and overall achievement in the learner's education (Science Insights. 2026). Behaviour management and effective engagement have significant impact on each other (Gershon, 2025), and this essay will assess and explore how practicing effective behaviour management enhances engagement by improving the ability to meet learning outcomes in education. This essay will discuss the use of behaviour management in post 16 learning and the diversity of learning strategies, legislation, inclusive practices and teaching techniques that were developed to be used to better engagement.

Behaviour management in post compulsory teaching influences building a positive learning environment for adult learners (Priya, Srikumar, and Philips, 2016). Comparing past standards in post compulsory teaching highlights a structural shift in modern educational practices from an authoritarian environment to a restorative practice (Rashid, 2025). Current practices focus on positive, learner centred teaching strategies that are inclusive of diverse learning needs (Rashid, 2025). Modern teaching practices are recognised to be influenced by co-construction by building dialogue between students and teachers (McLeod, 2025).

Lev Vygotsky scaffolding theory presents a structured approach to building a positive and supportive in learning that highlights how social contexts influences education (McLeod, 2025). Vygotsky suggests that building temporary support for the students allows for future development by gradually reducing support. A key focus in this theory is the connection to social dynamics in teaching (Verenikina, 2008). Vygotsky's theory suggests that teaching is influenced by social and cultural contexts and building a collaborative space between adult learners and teachers is constructive in developing positive behavioural management (Verenikina, 2008). Respectful student-teacher relationships within adult learning improves behaviour (Lieb, and Goodlad, 2005). Applying Vygotsky's theory to practical experiences enhances behavioural management in the classroom and develops a positive approach to building educational and professional relationships.

However, critiques of Vygotsky's scaffolding theory suggest that applying this structure to adult education leads to possible unprofessional lack of boundaries, which disrupts learners' education (Shoaib, 2017). It is suggested that reliance on this theory can cause a lack of restraint and respectful behaviour, creating an inappropriate educational environment. When applying this theory in practice, educators should reflect on their professionalism in building relationships to ensure that firm boundaries are presented whilst maintaining a positive and collaborative atmosphere (Shoaib, 2017). Additionally, building boundaries

and collaboration with learners relates to the Welsh professional standards of teaching, as it focuses on building positive relationships with learners (Addysg Cymru, 2020).

Positive and respectful relationships with students improves classroom engagement and is indicated to be a core contributor to educational satisfaction (Strom, and Strom, 2011). Adult learners that are approached with respect are more likely to have higher motivation, engagement and productivity. Respectful relationships improve high-performing academic indicators (Durham University, 2026). This furthers the concept of behavioural management through respectful relationships better classroom engagement which enhances the learning experience in the post 16 sector.

Effective engagement in post 16 education can be measured by classroom participation, motivation, attendance, retention and cognitive involvement (Busch, 2025). Recognising these aspects in learners can help indicate the engagement level of the teaching. However, it is vital to recognise that these indicators are dependent on the students' personal needs and how they display engagement (Anderson, Lubig, and Smith, 2012). Differentiation is a modern approach to teaching that consistently adapting aspects of learning to meet individual needs of each student (Benjamin, 2025). This approach ensures that students are met with proportional challenges in their education that reflect their ability level to improve their motivation.

Additionally, this approach to teaching allows for a higher level of control for the learners and more freedom for them to have inclusive practices in their educational experiences (Hrubý, 2008). Building dialogue between students and teachers furthers behavioural management effectively as it supports the ability to assist with students' individual needs (Endurance Learning, 2025). Paulo Fiere's theory of dialogic learning and empowerment focuses on teachers building a dialogue between students rather than one-way communication (Ramis Salas and Del, 2018). This method encourages students to critically reflect and assess their own learning, building further independence and freedom in their learning. Building a dialogue as a teacher is another form of behaviour management that contributes to maintaining engagement from their students, as students respond well to prioritising inclusion in their education (Teachers Institute, 2025). This again connects to the Welsh professional teaching standards by building positive collaborative relationships with adult learners (Addysg Cymru, 2020).

Engagement plays a vital role in building a positive learning environment (Gardiner, 2023). Disengagement can lead to disruption which could lead to a toxic environment for the students (Yuldasheva, 2025). Educators can use techniques to better their level of interest from the learners (Yuldasheva, 2025). Practical examples of this could be using specific techniques such as group work, Q&A's,

formative assessments, roleplay, workshops, etc. Using varied teaching techniques can help maintain engagement in the classroom, leading to a healthier learning environment (Forbes, 2026). These techniques allow for higher levels of engagement; however, the delivery of information and retention of said information must be considered when deciding how to apply the teaching techniques. The techniques must be applied appropriately to effectively meet learning targets/outcomes (William, Aaron and John, 2015). Building a strong classroom climate through increasing engagement supports academic achievement and healthy conduct.

Legislation and policy frameworks can help support making education more accessible and inclusive in practice. The Equalities Act 2010 assists with bettering behaviour management in post compulsory education by ensuring that learners can have reasonable adjustments provided to them (Equality Act, 2010). This can further ensure that students can access education and maintain engagement without disruptions from possible barriers that they would face without support (Equality Act, 2010). Additionally, the act prevents discrimination towards learners, allowing for further educational access from a wider range of individuals (Equality Act, 2010). Additionally, this links to the Welsh professional standards of teaching through ensuring that educators are valuing and promoting diversity, equality and inclusion in their teaching (Addysg Cymru, 2020).

Through reflecting on safeguarding policies, educators can manage behaviour safely and ethically. Policies such as the non-academic safeguarding and support to study policies provides a framework for educators to better know how to support their students through further education (UWTSD, 2026).

Legislations and institution specific policies promote fairness and inclusion in education (GOV.UK, 2025). However, there are difficulties presented with following policies and legislation that might not be suitable for the individual learners needs. Institutional policies might contradict the wants of the learner, which would lead to a less learner-centred approach hinder the students learning experience depending on the situation (UWTSD, 2026). Educators should focus on the individual needs/wants of the students and be aware of which policies to follow to ensure that they apply appropriate support. This additionally maintains the Welsh professional teaching standards by demonstrating commitment to learners, their learning, safety and wellbeing (Addysg Cymru, 2020). This effectively supports behaviour management in the classroom as it builds students comfort by ensuring that any additional support can be provided which will enhance their engagement.

Maintaining a positive experience in behaviour management can be difficult due to barriers that may be presented whilst teaching. An example of this could be digital distraction, which could lead to a lack of engagement in the classroom due to lack of

interest which disrupts the learning environment (Sozer, 2013). Furthermore, low motivation for compulsory classes leads to lack of interest. This again contributes to a lack of engagement in the classroom (Sozer, 2013). Correcting behaviour whilst managing a classroom must remain professional and respectful (Patterson, 2005). Creating an effective learning space for adult learners is crucial in managing behaviour, and correcting undesired behaviour that could cause disruptions with professionalism builds a positive atmosphere (Verasai, 2023). Adaptability to situations where correction is necessary better improves inclusivity in teaching by remaining aware of any additional support the student might need and applying them appropriately to any professional confrontation (Anderson, Lubig, and Smith, 2012).

Behaviour management in post compulsory education requires lecturers and learners to reflect on their learning experience with professionalism and approach situations where management is needed with learner-centred and empathetic responses (Patterson, 2005). Effective practice should allow for inclusion in the classroom for students to feel respected in their education. Educators should follow legal legislations and institutional frameworks based on students' individual needs as to appropriately apply effective support in the learner's education experience (Equality Act, 2010).

Part 2

Reflective account

In this portion of the essay, I will be discussing 2 observed classes from two different lecturers. Additionally, I will reflect on a teaching session of my own in reference to how behavioural management was used and how I and the lecturers effectively engaged with adult learners. I will be referring to these lecturers as Lecturer A and Lecturer B. This essay will focus on how learner engagement and behaviour was managed and critically reflecting on teaching strategies, techniques and professional practice.

Lecturer A's session was delivered to a class of first year illustration BA university students. The session was focused on students presenting their final illustrated outcomes that they were assigned to make during this module. The aims and objectives of this session was to motivate the students to discuss their art works to a group of people. This session was the final class of the module.

Lecturer A structured the session by spending the first 15 minutes of the session gathering students and requesting that the students email over the presentations to Lecturer A. During this 15 minutes, Lecturer A communicated to the students the lessons aims and outcomes and how it would benefit the learners in their professional

career as illustrators. This gave clear communication to the students on why their work was important (Sachdeva, 1996). Lecturer A used real world examples, which allowed the students to view their assignment through a practice lens (Teacher Time To Go, 2023). Additionally, this maintains professional teaching standards by keeping up to date knowledge on how their education will apply to their career (Addysg Cymru, 2020). Lecturer A then spent 40 minutes observing and contributing to the presentation. Lecturer A continued with a 10-minute break followed by another 40 minutes of presentations. Lecturer A then finished the class discussion and continued with one-to-one private presentations with students who felt uncomfortable presenting in front of other students. This allowed for a more inclusive teaching practice, as reasonable adjustments were made to support students with additional needs (Scruton, and Ferguson, 2025). Additionally, Lecturer A made a president to ask each student a question on their project/illustration at the end of each presentation. Using Q&A during the students' presentation pushes for a higher level of engagement as students build a dialogue with each other about their projects (EduCorpus, 2025), which maintains their interests in the presentations.

Lecturer A used varied teaching techniques to maintain engagement in their classroom. Lecturer A used Q&A, project/assignment, presentation and one to ones. Using varied techniques maintained a higher level of engagement as the students gained more interest from different tasks (Anilkumar, 2026). Lecturer A's use of Q&A specifically gained interest with the students due to encouraged participation and allowed students to reflect on prior knowledge to engage with the subject. This supports constructive learning practices (Simons, 1993) that were used throughout the session.

Lecturer A's lesson structure was beneficial to the classroom environment and behavioural management. Lecturer A lesson plan allowed for students to get accommodated to the classroom by providing breaks during the session and time before the presentation began for students to settle. Creating a calm environment during a stressful situation for the students lead to less disruptions during the session (Puteh, M. et al. 2015). Additionally, allotting 15 minutes in the beginning of the session to sort through digital resources allowed for less digital interruptions during the later part of the session.

Overall, Lecturer A's use of lesson planning was effective in applying appropriate behavioural management as it built a comfortable atmosphere for the students and was proactive in preventing possible digital interruptions. Additionally, the use of one-to-one presentations allowed for a more inclusive academic environment and accessibility for students in need of additional support.

Lecturer B's session was a workshop delivered to year 1 BA illustration university students. The workshop was centred around printing pre-made dry point etchings. The workshop began with Lecturer B providing a demonstration on how to use the printing

press to produce a print. This maintained engagement by providing a visual example which boosted the interests of the students (Ho, et al, 2016). Following that, Lecturer B allowed the students to use the printing press on their own for the rest of the session whilst observing the learners to ensure that health and safety measures were met. This followed professional teaching standards as it allowed learners to take responsibility for their individual learning (Addysg Cymru, 2020). Additionally, this bettered behavioural management as it gave the students to control to work at their own pace, which lead to less disruptions for learners.

Lecturer B allowed for an open-ended session. Lecturer B gave the options for students to continue working on specific prints till the end of the session, create additional materials to experiment or gave the learners the options to leave early. This allowed for students to maintain control and responsibility for their education, which further maintained professional teaching standards c

During the session, there was an incident where a student briefly lost control of the printing press. Lecturer B quickly resolved the situation by bringing immediate attention to the issue with the student and took initiative to assist them in regaining control printing press. After the incident, Lecturer B ensured to have a respectful and professional conversation with the students to communicate what the issue was and how to prevent it in the future. This was effective behaviour management as it directly addressed the issue with open communication to ensure that the students could prevent further disruptions (Moreira, 2019).

Overall, Lecturer B's communication during a stressful situation was professional and created an open environment for students to learn and better their knowledge on print making.

My session

My session was delivered to year 1 BA illustration university students. The session was focused on assisting students with their projects/assignments for the module they were studying. The final outcomes of this module were to illustrate 4 different art pieces themed on a social issue of their choice (for example deforestation, artificial intelligence, extension etc).

My lesson aims were to support students in develop their knowledge of the brief for their project and get a better grasp on the expectations of the outcomes for their project. The aim of the lesson was to show students examples of projects to help students develop their ideas.

My lesson outcomes were as followed;

- At the end of this lesson, the learners should be able to outline the projects and outcomes that are expected.

- The learners should be able to classify each component of the brief and explain each project outcome/ concepts for project outcomes.
- Students should be able to apply knowledge gathered in the class and apply to their development of project ideas.

I structured my session to have a 15–20-minute presentation on how to address their subject and gave examples of artists work on the issues of homelessness. During this presentation, I presented different illustrated outcomes for students to take inspiration from. Following that, I planned a 20-minute group project between three groups in the classroom. The learners were separated into their groups and each given a random social subject to create thumbnail sketches and concepts for illustrations. Originally, I had given the students 5 minutes to complete the task, however I extended the time to 15 minutes as the students struggled to finish the task within the time frame. Following this, my tutor and I did group tutorials with the students to discuss how they were developing in their individual projects. For the conclusion of the session, I completed a quick recap of the lessons aims and outcomes to see if they had been met and held a Q&A for any further questions from the students.

Overall, I feel that the session was engaging for the students. I purposefully used varied teaching techniques to maintain the interests of the students throughout the session. To gain better engagement in my future teachings, I will make an active effort to use Q&A more often during my sessions, especially in the presentation portion of the session. This would build a more collaborative relationship with the learners by creating a dialogue when delivering information (Dhand, 1990). This would better keep to Welsh professional teaching standards for my future teachings (Addysg Cymru, 2020).

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Appendices

Lecturer A's Observation Form

Teacher Observation Form



Teacher	Lecturer A
Date	06/05/2026
Group	Year 1 BA Illustration
Topic/Context	End of module presentations.
Notes on the lesson:	
• This class was dedicated to have the students present their final illustrations for the module. • Lecturer A collected each presentation from each student before the class	• Lecturer A asked each student a question on their illustrations at the end of each module – maintaining engagement. • Lecturer A planned breaks throughout the sessions – allowing students to be refreshed and in a better headspace for learning. • Lecturer A held private 1-1 presentations after the class

began – allowed for the class to go smoother without technology disruptions. Reminded the students to remain respectful and to keep to their allotted timeslot – respectful and helped the flow of the classroom.	presentations for students who did not want to display their work in front of the classroom – Making reasonable adjustments to support
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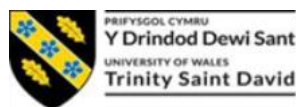
What I have learned:	
- Lecturer A has helped me reflect on my own practice by displaying a high level of respect for their learners and their additional support needs. - Observing Lecturer A has taught me that proper planning + scheduling helps improve class productivity.	Lecturer A taught me how to maintain engagement in lessons through different techniques.

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

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|---|---|
| <ul style="list-style-type: none">• Reflect on how I can improve my engagement with the learners in various ways – Building professional and positive relationships.• Improve my planning + scheduling for my classes – demonstrating commitment to the learners and their learning. | <ul style="list-style-type: none">• Better improve my professional communication with the students when dealing with possible confrontation. – building professional and positive relationships. |
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Lecturer B's Observation form

Teacher Observation Form



Teacher	Lecturer B
Date	25/03/2026
Group	Year 1 BA Illustration
Topic/Context	Dry Point Etching Workshop
Notes on the lesson:	
• This workshop was dedicated to presenting how to print a premade dry point etching. • Students had made dry point etching in the previous week to then print during this workshop. • Lecturer B walked through the process of how to print by using a demonstration teaching technique – using varied teaching techniques to help the students visualize their next steps. • Lecturer B set up the printing press and inks before the class began – proper planning that helped the workshop run smoothly. • Lecturer B observed students using the press – allowing students to take control of their learning whilst responsibly observing to ensure that safety measures are met. • Preplanned additional printing techniques so that the students could experiment	

	if they finished their dry point printing early – demonstrating commitment to the students learning by ensuring they have more time to experiment with their work. • Having varied printing techniques to maintain interest. • There was an incident of a student using the equipment incorrectly and causing possible danger to themselves and the other students. Lecturer B quickly addressed the behavior, ensured that no individuals were harmed and then respectfully explained the rules of the printing press and why what the individual had done might cause harm – explaining the situation rather than condemning the student.
What I have learned:	
• Lecturer B has taught me how to run a longer workshop whilst maintaining engagement. • Observing lecturer B helps me learn how to address a possibly dangerous situation that needs to be corrected respectfully and professionally.	• Lecturer B helped me learn that preplanning extra elements allows students that might finish the class quicker to have better engagement during the class. • Lecturer B taught me how to use demonstration techniques in a workshop.

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

- | | |
|---|--|
| <ul style="list-style-type: none">• Better improve my planning for additional activities – Demonstrate commitment to learners and their education.• Improve my ability to quickly deal with a difficult situation in a way that is respectful and understanding of the students. | <ul style="list-style-type: none">• Better my ability to allow students to take control of the situation and be responsible for their learning – observe my students and understand where I can apply myself to help my students instead of taking over their learning. |
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My lesson plan



Lesson Plan

Topic: Contemporary challenges; making a difference		Class: First year BA illustration students	
Date: 25/02/2026	Length of lesson: 1 hour		Number of students: 19
Resources required: • Power point (digital resources) • Wheel spinner (digital resource) • Digital whiteboard • Paper (min 3 sheets) and pens (min 9; 3 per group)			
Aim of Lesson The aim of this lesson is for students to develop their knowledge of the brief for their project and get a better grasp on the expectations of the outcomes of their current project. The aim of the lesson is to show students examples of projects to help students develop their projects.			
Learning Outcomes – The Learners Should Be Able To:			

- At the end of this lesson, the learners should be able to outline the projects and outcomes that are expected.
- The learners should be able to classify each component of the brief and explain each project outcome/ concepts for project outcomes.
- Students should be able to apply knowledge gathered in the class and apply to their development of project ideas.

Previous student knowledge required for the session: ?

- General knowledge of the brief and project expectations.

Anticipated difficulties (if applicable):

- Students might find tasks mundane or boring – I will be attempting to combat this by having more varied teaching strategies to maintain engagement.
- Students might feel frustrated with the task – I will attempt to prevent this by approaching the students with reasonable expectations in their tasks.
- Some students might find the topics discussed triggering – I will attempt to combat this by giving a prewarning on the contents of the lesson and provide additional warnings when the sensitive topics are about to be discussed.

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

Building collaborative and respectful relationships – using group work/ projects to build working relationships with students.

Demonstrate dignity, courtesy and respect towards others – respectfully encourage engagement and provide a positive attitude towards all student contributions.

Maintain and update knowledge of my subject(s) and how best to teach and assess them – have current and modern examples of projects to help students gain up to date information on their subjects.

Enable learners to share responsibility for their own learning and assessment – having them research and display information during the class allows students to take charge of their educational development.

Lesson Detail:

Stage	Focus	Strategy	Time

Introduction	Outlining learning outcomes – delivering the realistic expectations of the class	Lecture / Q&A	2-5 mins
		Lecture / Q&A	15 mins
Development	Showcasing examples of projects – will show how several artists work on the same subject in different ways	Group project / assignment	20 mins
	Group project – placing the class into three separate groups and giving each a topic; they will have to come up with a concept for an animation, an exhibition piece, a billboard and a guerilla ad artwork. They will then explain their concepts to the class.	Group tutorials / one to ones	20 mins
	Group tutorials – quick catch ups with students on how they feel about their project/ their developments.	Recap / Q&A	2-5 mins

Plenary/conclusion	Recap and Q&A – quick catch up on what was discussed and answering questions from learners.		
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Assessment Strategies: when and how are they included within the lesson?

- **Lecture – Used at the beginning of the class (introduction and development); used to deliver information to the students.**
- **Q&A – Used throughout the lesson, used to communicate with the students to build a collaborative relationship.**

- **Group project/ assignment – Used during the development portion of the class; used to develop students' interpretation of the project.**
- **Recap – used during conclusion; used to refresh students' minds before their next class.**

Informal reflection (to be completed after the session)

Overall, I was happy with how the session went as I felt that the lesson was effective in delivering my lessons' aims and outcomes.

I would have improved my session by making an active effort to apply the Q&A teaching technique throughout the session instead of just at the end of the class.

Additionally, I would have liked to make my group sizes more proportional as many one of the groups had a larger number of students compared to the others.

I was happy with the use of technology in the session and enjoyed the process of doing a group activity as I felt that the students felt more engaged working together.

Action Plan:

Action No.	Target/Goal	Action Steps	Links to Professional Standards	Resources	Target Date for Completion	Comments/Progress
1	Better improve my lesson planning and structure	Reflect on my past structures and how I can improve them so that I can apply it to my future teaching	Plan and deliver effective learning, teaching and assessment	Look at current lecturers' lesson plans that were effective	As soon as possible	Taking active steps to improve
2	Allow for students to take responsibility for their learning and be adaptable with my level of control	Enable learners to share responsibility for their own learning and assessment	Reflect on my personal barriers and use cognitive reminders during my teaching	Online cognitive reminders	As soon as possible	Taking active steps to improve
3	Build a better dialogue with my students	Reflect on my past experiences and see how I can improve my openness. For example, using Q&A as often as possible during my lectures.	Critically reflect on own values, knowledge and skills to improve learning	Refer to my observed lessons to see how my tutor would improve my communication	As soon as possible	Actively improving

4	Approach conflict with professionalism, confidence and empathy	Reflect on myself and ensure that I remain present in situation that might require intervention/ conflict resolution	Critically reflect on own values, knowledge and skills to improve learning	Online conflict resolution courses	As soon as possible	Actively improving
5	Gain further teaching experience	Volunteer to run workshops and communicate with the university to help in future classes	Demonstrate commitment to learners, their learning, safety and well-being	Network with post 16 educators and ask for feedback on classes + additional teaching experience	As soon as possible	Taking active steps to improve

