STUDENT NAME AND ID NUMBER	
Qualification	Pearson BTEC Level 5 Diploma in Education and Training
Academic Year	2023 (June 23 Cohort)
Unit Number and Name	**UNIT 3**: Theories, Principles, and Models in Education and Training (A/505/0818)
Associate Dean	Zebulnisa Butt zbutt@globalbanking.ac.uk
Cohort Leader	
Unit Leader	Kweku Amankwa
Unit Lecturer	
Assignment Title	Analysis of Theories, Principles and Models in Education and Training
Type of Assignment	Summative
Weighting	100%
Issue Date	**26th June 2023**
Summative Submission Date	**20th August 2023**
Assessor	Paul Danha, Teodora Ivancheva-Atanasova, Kweku Amankwa, Fatema Khatun, Susan Shercliff, Felicia Iroha, Tasnim Jahan, and Sanna Sajad, Quratul Ain, Tabassum Ferdous, Aletia Badenhorst, Christian Atabong Nchindia
IV	Jacob Kyei-Baffour

Student Declaration

This is to confirm that this submission is my own work, produced without any external help except for acceptable support from my lecturer. It has not been copied from any other person's work (published or unpublished) and has not previously been submitted for assessment either at GBS or elsewhere.

I confirm that I have read and understood the 'GBS Academic Good Practice and Academic Misconduct: Policy and Procedure' :

https://globalbanking.ac.uk/about-us/our-policies/

I confirm I have read and understood the above Student Declaration.

Student Name (print)	
Signature	
Date	

Unit 3 Assessment Specification

Your assignment must be presented in an academic format, supported by credible sources using the Harvard reference guide.

Task 1 – Learning theories

LO1 - To demonstrate the use of theories, principles and models of learning in education and training environment.

Individual PowerPoint presentation – (AC 1.1, 1.2, 1.3 & 1.4)

Prepare a 15-minute presentation in which you:
Choose applicable learning theories /approaches and analyse how they promote inclusive teaching, learning, and assessment. Your presentation should include:
1. An explanation of how they promote inclusive teaching (clearly outline examples of how you can use this in your teaching).
2. **A consideration of the limitations of the approach (what can you do to mitigate this limitation).**

Task 2 – Communication and Assessment

LO2 – To demonstrate the use of theories, principles and models of communication in education and training.
LO3 - To demonstrate the use of theories, principles and models of assessment in education and training

Individual-written task: A case study approach (AC 2.1 & 2.2)
Choose **one** of the given case studies and explain what you would do. **(400 words)**
Case studies can be found on Moodle under the assessment tile: A classroom shambles | A dire situation | The language barrier | Sports spirit
Your explanation must make reference to relevant communication models that allow you to mitigate the circumstances and achieve your goals as a teacher, trainer, or leader.

Individual task (AC 3.1 & 3.2)

Design an assessment for your learners and explain how your assessment guarantees validity, authenticity, reliability, and fairness to demonstrate the adequacy of your assessment process. (500 words)

Task 3 – Curriculum and Reflection

LO4 – To demonstrate the use of theories and models of curriculum development within own area of specialism.

LO5 – To demonstrate the use of theories and models of reflection and evaluation to reviewing own practice.

Individual written task (AC 4.1 & 4.2)

Design a poster that explains how you used a curriculum model to create a subject-level curriculum in your specialist area. (500 words)

Individual written task (AC 5.1 & 5.2)

Consider why reflective practice is important as a teacher and trainer. You should draw on your own experience and discuss relevant reflective approaches to explain how this can support a teacher in education and training to develop their own practice. (300 words)

Assignment submission format (Report Structure)

Use a Cover Page, Title Page, Contents Page for the report.

The main body of the report should be concise, formal research report.

Use at least 1.5 spacing and Times New Roman/Arial font size 12.

Use headings, paragraphs, and subsections as appropriate.

Across the report you are required to provide various examples to enhance the credibility, currency, and depth of the answer.

Provide conclusion, evaluation, and recommendation.

Use Appendices (if any).

Use the Harvard Referencing Style for intext citation and reference list.

Provide a reference list using the Harvard referencing system.

Respect the word limit (+/- 10%) excluding the cover page, contents page, list of references and appendices.

Note: The required submission format for this section of assignment is a research educational report format. Your submission will be word-processed, written work with clear indication of the unit number and title, the relevant task being addressed, your name and registration number.

Academic Integrity (Note to avoid Plagiarism)

Academic integrity is a fundamental expectation for all college/university students and while it is acknowledged that mitigating circumstances might be raised as factors in student behaviour, cheating cannot be disregarded. GBS definition of plagiarism, as contained in GBS Academic Good Practice and Academic Misconduct Policy and Procedure, has been expanded to make explicit that copying from texts or web sources and copying work from other students constitutes plagiarism.

"Plagiarism is the act of taking or copying someone else's work, including another student's, and presenting it as if it were your own. Plagiarism is said to occur when ideas, texts, theories, data, created artistic artefacts or other material are presented without acknowledgement so that the person considering this work is given the impression that what they have before them is the student's own original work when it is not. Plagiarism also occurs where a student's own work is re-presented without being properly referenced. Plagiarism is a form of cheating and is a disciplinary offence."

Plagiarism is easy to avoid by making sure you reference all of the sources of material that you use in the completion of your work. Pearson has developed Guidelines on **Harvard Referencing** which are available in Academic Support Area for Students on Moodle (VLE) as well as on respective unit pages.

If you are concerned about referencing techniques, please draw the matter to your Unit Lecturer or Academic Support Team on academicsupport@globalbanking.ac.uk so that you may receive extra advice.

Group coursework may be designed so that the contribution of each student is identifiable, but inclusion of plagiarised material is still the responsibility of the whole group. All members of the group should exercise vigilance to ensure that work is properly referenced; in groupwork, students have a shared responsibility for the assignment.

Recommended Resources

Reference List

Beere, J. (2010) The perfect Ofsted lesson. Crown House.

Crawford, C., Johnson, P., Machin, S. and Vignoles, A. (2011) Social mobility: a literature review. Department for Business Innovation and Skills, March. Available at: http://www. bis. gov. uk/assets/biscore/economics-and-statistics/docs/s/11-750-socialmobility-literature-review.

Gadsby, C. (2012) Perfect Assessment (for Learning). Crown House Publishing. Gould J – Learning

Glasgow Caledonian University. Centre for Research in Lifelong Learning (CRLL); University of Barcelona. Centre of Social and Educational Research (CREA), (2002) Social inclusion through APEL: the learners' perspective: comparative report.

Gravells, A. and Simpson, S**.** (2010) Planning and enabling learning in the lifelong learning sector. SAGE.

Kidd, W. and Czerniawski, G. (2010) Successful teaching 14-19: theory, practice and reflection. Sage Publications.

Marsden, J. and ICF GHK, P.D. (2013) Department for Business, Innovation and Skills (BIS).

Petty, G. (2009) Evidence-based teaching. Nelson Thornes.

Radkevych, V., Kravets, S., Herliand, T., Radkevych, O. and Kozak, A. (2021) March. Modern technologies in the development of professional competence in teachers from professional (vocational) education schools. In Journal of Physics: Conference Series (Vol. 1840, No. 1, p. 012041). IOP Publishing.

Roffey-Barentsen, J. and Malthouse, R. (2009) Reflective practice in the lifelong learning sector. SAGE.

Tummons, J. and Powell, S. (2011) Inclusive Practice in the Lifelong Learning Sector. SAGE.

Wallace, S. (2011) Teaching, tutoring and training in the lifelong learning sector. Learning Matters.

Wallace, S. (2010) The Lifelong Learning Sector. The Lifelong Learning Sector, pp.1-144.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
1	Understand the application of theories, principles and models of learning in education and training	1.1	Analyse theories, principles and models of learning	☐ Theories, principles and models, e.g. procedural v declarative knowledge (Anderson) –skills development (Gagne), scaffolding learning (Bruner/Vygotsky), knowing that/knowing how (Ryle), Inductive (Bruner) v deductive (Ausubel) approaches, situated approaches to learning (Lave and Wenger), banking concept of education (Freire), competency-based models, learning as change in behaviour, learner-based models (Dewey/Rogers), constructivist approaches, Formal v nonformal learning (Erraut).	Tutor presentation Paired learner poster creation / presentations on theories/theorists Whole-class discussion
Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance

Learning outcomes	Assessment criteria	Unit amplification	Delivery guidance
	1.2 Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment	☐ Applied theories, principles and models, e.g. linking aspects of existing practice with theories, developing teacher's personal theories of learning, developing competency-based programmes, Individual Learning Plans (ILPS), product- focused learning outcomes, SMART targets, applied use of constructivist approaches, e.g. card sorts, graphic organisers, matching and labelling type activities.	Paired discussion of sessions/plans and underpinning theoretical standpoints
	1.3 Analyse models of learning preferences	☐ Models of learning preferences, e.g. Honey and Mumford and Gardner's Multiple Intelligences, Coffield et al critique of learning styles, learning preferences dependent on context (Entwistle), Metacognition ability to set explicit, challenging goals, to identify strategies to reach these goals and to monitor progress towards goals.	Tutor presentation

Individual activity

Tutor-led discussion |

		1.4	Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment	☐ Response to learning preferences, e.g. importance of multisensory approach to engage all learners, to challenge their dominant preference to maximise learning, to introduce alternative learning approaches, enabling individuals to see and to question their longheld habitual behaviours (Sadler Smith) and to understand strengths and weaknesses, to develop a range of learning strategies.	Session plan discussion 'Jigsaw' reading activity and group discussion

2	Understand the application of theories, principles and models of communication in education and training	2.1	Analyse theories, principles and models of communication	□ Communication theories, e.g. language linked to stages of development (Piaget), role of language on cognitive development (Vygotsky), transactional analysis (Berne) – ego states, crossed transactions, interactionist approaches (Bruner), impact of non-verbal or body language, elaborate or restricted language code (Bernstein). □ Other forms of communication, e.g. accessibility (paper based and online), SMOG measure of readability, use of chatrooms (synchronous and asynchronous), distance learning communication, email communication.	Collaborative activity Tutor-led discussion Case studies of learner experience Discussion of examples of digital and printed material for accessibility discussion
Learning outcomes		**Assessment criteria**		**Unit amplification**	**Delivery guidance**

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
		2.2	Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment	□ Verbal, *e*.g. use of video to review sessions, use of voice, physical space, crossed transactions impact on behaviour, group v 1x1 interaction, motivational language, feedback on process and product, empowering learners, developing learner communication skills and expression, empathic, responsive. □ Non-verbal, e.g. awareness of body language, impact of emotion or ego states, script questions to assess accessibility for those with dyslexia or with English as an additional language, accessibility of handouts and digital materials, clear rubric in assessment material for validity of assessment, positive written feedback.	Individual research Group discussion of learners' own critical incidents or case studies Exemplars of feedback on learner work
Learning outcomes		**Assessment criteria**		**Unit amplification**	**Delivery guidance**

3	Understand the application of theories, principles and models of assessment in education and training	3.1	Analyse theories, principles and models of assessment	☐ Assessment theories, e.g. initial or diagnostic, raining or learning needs analysis, standardised national assessment, QCA, QCF; measure of skills, aptitude or knowledge; credible and compatible with learning programme, promoting learning, assessment OF learning and FOR learning, part of training cycle, Medal-and-Mission (Petty), checkand-correct, embedded opportunities, integrated or holistic approaches, centrality of formative assessment in teaching, 2-way feedback (Hattie), including questioning approaches (Wiliam), e-assessment, e-portfolio.	Tutor presentation Group discussion Sample assessment models and standards Group activity
		3.2	Explain ways in which theories, principles and models of assessment can be applied in assessing learning	☐ Application to assessing learning, e.g. link between initial and diagnostic assessment and retention and achievement rates, impact on planning and planning assessment schedules, writing of assignment briefs and activities.	individual mini-presentations or
Learning outcomes		**Assessment criteria**		**Unit amplification**	**Delivery guidance**

Learning outcomes	Assessment criteria	Unit amplification	Delivery guidance
		☐ Formative assessment, e.g. exit cards, traffic light cards, questioning to cause thinking and to maximise learner engagement with questions, diagnostic (hinge) questioning, inclusive questioning, no opt out, cold calling, right is right, reliability, practicality, validity, sufficiency, developing strategies for positive, constructive feedback.	individual presentations on assessment strategies in own context Class discussion of examples of assignment schedules and tracking Pair discussion /analysis of test questions for validity and reliability etc
4 Understand the application of theories and models of curriculum development within own area of specialism	4.1 Analyse theories and models of curriculum and development	☐ *Theories and principles,* e.g. broad – all teaching and learning related (Kelly), Humanist (Rogers, Maslow), Behaviourist (Skinner, Watson), Cognitive (Piaget, Gardner), learner-centred, developmental or progressive (Spiral), creative (Steiner/Waldorf), academic or product based (Stenhouse, Tyler), situational model (Skilbeck), curriculum as process, pyramid or spiral mastery learning (Bloom).	Tutor presentation –introduction to topic Examples of schemes of work Class discussion of influences on curriculum

| | | | ☐ *Models,* e.g. national policy, economic, ideological (purpose of education), National Curriculum, Curriculum 2000, 14-16/19 curriculum, Diplomas, Apprenticeships, Sector Skills Councils, professional or vocational standards, intellectual process, inclusive curriculum, flexible, integrated, modular or unit-based, holistic, distance learning, blended learning. | Case studies on learner experience |

		4.2	Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism	☐ *Specialist curricula,* e.g. applying curriculum theories to programme design, meeting requirements of awarding organisation, reflecting appropriate standards, embedded functional skills, study skills, opportunities for vocational and employer experience, variety of approaches, suited to context, building knowledge content, opportunities for development of skills, applied learning, flexible to encourage learner achievement, linking to achievement, offering learner choice, reflecting timescales and resources, promoting equality and diversity.	Individual research into own curriculum area Produce a written report Individual presentation to peers Whole-group discussion
Learning outcomes		**Assessment criteria**		**Unit amplification**	**Delivery guidance**

		□ *Developing curricula,* e.g. use of technology to increase range of approaches to learning and teaching, integration of computers and internet working, interactive learning, making information more accessible, broadening horizons, opportunities for blended learning, supporting learner study, paperless portfolio, online subject forum	

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
5	Understand the application of theories and models of reflection and evaluation to reviewing own practice	5.1	Analyse theories and models of reflection and evaluation	☐ *Theories, principles and models*, e.g. as part of Kolb's Learning Cycle, Honey & Mumford (learning styles), Schon (reflection-inaction/reflection-onaction), Greenaway (plan-doreview), Gibbs (reflective cycle), Johns (description, reflection, influencing factors, alternative strategies, learning), Murphy (new situation, awareness of thoughts, describing situation, analysing knowledge, evaluating relevance and use of knowledge, identifying learning to apply to new experience), Moon, Dewey, Schon, Tripp: critical incident approach, Brookfield — critical lenses.	Tutor presentation Individual presentations on different models of reflection

| | | 5.2 | Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice | □   *Reflecting on own practice,* e.g. Scaffolded questioning,   analysing personal experiences, SWOT analysis, session evaluation, formal course evaluation, action research, use of critical thinking, questioning choices, problem solving, identifying coping strategies, identifying ways to adapt and   improve   current   practice, identifying sources of best practice, identifying   development opportunities,   action   planning,   □ networking.

Alternatives approaches to reflection, e.g. recording through audio or video, professional discussion, group reflection using video and web2 technologies, blogs, wikis, professional learning networks, action learning sets approach or 'video clubs' approach, collaborative approaches, using self-video in own teaching. | Individual reflective activities

Action planning |