

Word count 7000

Submission Date: 28th April (if you need more time please email coordinator)

Qualification Title	TQUK Level 5 Diploma in Teaching (Further Education and Skills)
Learner Name	
Learner ID	Academy Will Fill – Please Leave The Column
Module Name	Pedagogic methodologies and curriculum development in further education
Assignment No	T/651/0481
Submission Date	
Declaration of authenticity: <ul style="list-style-type: none"> ➤ I declare that the attached submission is my own original work. No significant part of it has been submitted for any other assignment and I have acknowledged in my notes and bibliography all written and electronic sources used. ➤ I acknowledge that my assignment will be subject to electronic scrutiny for academic honesty. ➤ I understand that failure to meet these guidelines may instigate the Centre's malpractice procedures and risk failure of the unit and / or qualification. 	
Learner signature: Date :	Assessor signature Date:

RULES AND REGULATIONS

Plagiarism is presenting somebody else's work as your own. It includes: copying information directly from the Web or books without referencing the material; submitting joint coursework as an individual effort; copying another student's coursework; stealing coursework from another student and submitting it as your own work. Suspected plagiarism will be investigated and if found to have occurred will be dealt with according to the procedures set down by National Academy. Students are advised to review the module content before attempting to address any of the tasks

ASSIGNMENT REGULATIONS

1. Learners are required to submit their work using the National Academy Assessment cover sheet.
2. You are required to submit your assignment by the date shown in your VLE Calendar
3. If you have any special requirements these must be communicated to your tutor prior to the commencement of the assignment

Title:		Pedagogic methodologies and curriculum development in further education	
Unit reference number:		T/651/0481	
Level:		5	
Credit value:		15	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Understand contemporary educational theories and practices	1.1	Summarise contemporary learning theories and principles
		1.2	Analyse the role of evidence-based practice in shaping effective teaching and learning practices.
		1.3	Explain the application of contemporary learning theories, principles and research in teaching, learning and assessment
2	Understanding pedagogic methodologies in own subject area	2.1	Critically assess the effectiveness of pedagogical methodologies in meeting the needs of learners in further education
		2.2	Explain the application of pedagogic content knowledge (PCK) in own area of specialism
		2.3	Evaluate how the integration of PCK enhances the design and delivery of own area of specialism
3	Understand curriculum development in own subject area	3.1	Analyse theories and models of curriculum development in own area of specialism to engage and challenge learners
		3.2	Explain the fundamental principles of rigorous curriculum design
		3.3	Analyse the benefits and challenges of adopting a person-centred and inclusive approach in curriculum planning
		3.4	Evaluate strategies for embedding mathematics and English skills in the curriculum to promote interdisciplinary learning
		3.5	Compare and contrast different timetabling approaches in the further education and skills sector
4	Understand threshold concepts and troublesome knowledge in own subject area	4.1	Analyse threshold concepts and troublesome knowledge in own area of specialism
		4.2	Evaluate strategies to address threshold concepts and troublesome knowledge to promote learner progression and understanding.
		4.3	Evaluate the impact of learners' prior knowledge and education experience on their engagement and performance in further education
5	Understand the policy context within further education.	5.1	Explain ways in which social, political and economic factors influence education policy.
		5.2	Analyse the impact of current educational policies, legislation and guidance on curriculum and practice

5.3

Explain the application of **sustainability** in own subject area, considering:

			<ul style="list-style-type: none"> • environmental • social • economic
6	Be able to plan integrated curriculum strategies	6.1	Develop comprehensive and inclusive curriculum plans for own subject that engages and challenges learners
		6.2	Integrate English and maths into curriculum plans to promote understanding of key topics
		6.3	Critically evaluate curriculum plans, and implement adaptations to enhance overall effectiveness

Assessment task: Pedagogic methodologies and curriculum development in further education

Task 1 (assessment criteria **1.1,1.2 and 1.3**)

Analyze and explain how to understand contemporary educational theories and practices

- 1.1 Summarise contemporary learning theories and principles
- 1.2 Analyse the role of evidence-based practice in shaping effective teaching and learning practices.
- 1.3 Explain the application of contemporary learning theories, principles and research in teaching, learning and assessment

Task 2 (assessment criteria **2.1,2.2 and 2.3**)

Analyze and explain how to understand curriculum development in own subject area

- 2.1 Critically assess the effectiveness of pedagogical methodologies in meeting the needs of learners in further education
- 2.2 Explain the application of pedagogic content knowledge (PCK) in own area of specialism
- 2.3 Evaluate how the integration of PCK enhances the design and delivery of own area of specialism

Task 3 (assessment criteria 3.1,3.2,3.3,3.4 and 3.5)

Analyze and explain how to understand curriculum development in own subject area

3.1 Analyse theories and models of curriculum development in own area of specialism to engage and challenge learners

3.2 Explain the fundamental principles of rigorous curriculum design

3.3 Analyse the benefits and challenges of adopting a person-centred and inclusive approach in curriculum planning

3.4/ 6.1 Evaluate strategies for embedding mathematics and English skills in the curriculum to promote interdisciplinary learning

3.5 Compare and contrast different timetabling approaches in the further education and skills sector

Task 4 (assessment criteria 4.1,4.2 and 4.3)

Identify and explain how to understand threshold concepts and troublesome knowledge in own subject area settings

4.1 Analyse threshold concepts and troublesome knowledge in own area of specialism

4.2 Evaluate strategies to address threshold concepts and troublesome knowledge to promote learner progression and understanding.

4.3 Evaluate the impact of learners' prior knowledge and education experience on their engagement and performance in **further education**

Task 5 (assessment criteria 5.1,5.2 and 5.3)

Explain how to Understand the policy context within further education.

5.1 Explain ways in which social, political and economic factors influence education policy.

5.2 Analyse the impact of current educational policies, legislation and guidance on curriculum and practice

5.3 Explain the application of sustainability in own subject area, considering:

- environmental
- social
- economic

Task 6 (assessment criteria 6.1,6.2 and 6.3)

Explain how to plan integrated curriculum strategies

6.1 Develop comprehensive and inclusive curriculum plans for own subject that engages and challenges learners

6.2 Integrate English and maths into curriculum plans to promote understanding of key topics

6.3 Critically evaluate curriculum plans, and implement adaptations to enhance overall effectiveness