**NCfN ELM vs PBL**

**Lakes College and Derby College**

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**Introduction**

Lakes College West Cumbria and Derby College have been working on two extension projects within the OTLA Project framework with the AoC and the ETF.

Lakes College West Cumbria have been working on the extension project for their new National College for Nuclear Experiential Learning Model and Derby College have been working on the extension project for their Problem Based Learning Model. The extension projects were identified to test the respective models in different curriculum areas, to test their transferability between audiences, industries and institutions.

Both models are similar in nature in that they are based on Experiential Learning. They are based on trying to ensure students not only develop their knowledge of a particular subject, but also develop the soft skills required to enter a workplace environment.

Collaboration between the two Colleges driven the development of this poster, which explains the key similarities and they key differences between the models.

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**NCfN ELM**

The National College for Nuclear Experiential Learning Model is an adaption and extension of Kolbs original model for Experiential Learning.

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**PBL**

Problem Based Learning is problem-orientated, rather than subject-orientated, approach to learning. The Students work in teams to confront a real-world problem and they identify their own learning gaps and engage in self-directed learning to develop viable solutions.

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**Key Differences**

- With the NCfN ELM the lecturers need to be more prepared for the delivery. The spotlighting activity needs to be designed alongside the development work for the theory aspects of the content. However for more experienced lecturers, the impact of utilising the model is low. For PBL, there is less preparation required by the practitioner as it is more student led so does not add much pressure on to new lecturers.
- For some curriculum areas using the NCfN ELM, there may be a requirement to utilise certain equipment for spotlighting activities. This can make it difficult to plan good and exciting spotlighting activities if the lecturers don’t have access to the equipment they need.
- PBL was shown to be more engaging for some of the students rather than normal delivery, but this didn’t necessarily translate to progress being made by the students in terms of their maths skills. The NCfN ELM however had shown that students were more engaged with the content, but had also shown progress (see Maths OL report for more information).
- Within the NCfN ELM, assessment has been included (Consolidation). The Lecturers feel that the inclusion of assessment within the model has been successful and has enabled the students to show they have gained the occupational skills required.

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**Student Feedback**

**PBL vs NCfN ELM**

### PBL - Satisfaction

- **20%**
- **80% - Satisfied**

Around 4/5 (so far) are positive about their learning experience and how it relates to their future:

- “learning how to work in a group”
- “applying what I have learned to a real scenario”
- “relatable to a job”

**BUT**

- “make the task and reasons why clearer”
- “make it clear on what we were supposed to do and produce”
- “instead of doing most of the learning on our own I would appreciate some teaching”

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**Links**

For more information regarding the NCfN ELM please visit the following link:

https://padlet.com/chrisf1/NCfNELM

This Padlet includes the following documents:

- The Model
- The Rationale and Literature Review
- Videos of each section of the Model
- The VR OL Report
- The Nuclear Behaviors OL Report
- The Degree Apprenticeship OL Report
- New Lesson Plan format and filed in Case Study
- Maths OL Report