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Effective Teaching and Assessment in Higher Education

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1. GENERAL STATEMENT

I am currently a part-time lecturer with University of Wales Trinity Saint David (UWTSD), teaching on the International Hotel Management course. I have a Masters in Business Administration (MBA) and BA Marketing qualification. In addition to my role at UWTSD, I currently own and run two businesses. More specific to currently taught modules, Entrepreneurship and Marketing, I run a business consultancy organisation offering start-up advice and support for individuals wanting to start up their own venture.

My philosophy on teaching and learning stems from over 20 years of industry experience combined with formal studies in business and marketing. I believe the role of an educator goes beyond simply presenting information (A2). It should be a collaborative process focused on engaging students, inspiring critical thinking, and ultimately transforming their understanding to positively impact their future (V4). This constructivist approach aligns with the view that "students have to be actively involved in constructing their own knowledge" (Biggs and Tang, 2011) (K2).

At the core of my approach is recognising that students have varied learning styles and preferences (K3). Some may be more visual or auditory learners, while others grasp concepts better through kinesthetic activities (A2, K3). Effective teaching requires adapting both content and delivery methods to cater to this diversity (K2, V1), as emphasised by Petty (2009) in discussing the need for multi-sensory instruction. Throughout my teaching career, I have intentionally incorporated different modes like presentations, group discussions, hands-on exercises and multi-format assessments (A2, A4). This allows students to capitalise on their strengths while pushing them to develop multiple skills (K3).

I strongly believe that classrooms should be rewarding environments that foster creativity, curiosity and an enthusiasm for lifelong learning (A4). As Armitage et al. (2003) state, "an effective learning environment is one where students feel respected, valued and free from intimidation." Fostering mutual respect between the instructor and learners is paramount, especially when teaching adult students (V1). The principles of andragogy emphasise the need to view adult learners as self-directed and intrinsically motivated, drawing upon their wealth of life experiences as a learning resource (Knowles et al., 2015) (K3). I aim to create an inclusive

classroom culture where students feel empowered to share their perspectives and are treated and respected as equal partners in the learning process (V1).

My role is to be a supportive guide that challenges students to question assumptions and connect theories to real-world applications (A2). This facilitates the application of learning to real-world situations, which Cherney (2008) highlights as critical (K2). In particular, when teaching entrepreneurship, I integrate practical business modelling tools so students gain experience putting their ideas into action (A4). Open discussions exploring case studies further reinforce how to apply entrepreneurial traits and opportunities (A2).

A major aspect of my teaching philosophy is the importance of feedback and continuous improvement (V3). Ashwin et al. (2015) argue that regular feedback and reflective practice are essential for instructors to refine and enhance their pedagogical approaches over time. I frequently encourage feedback from students on what particular content resonates with them to ascertain areas for improvement. This feedback informs how I can refine and evolve my methods each semester (V3). I am also committed to self-reflection, consistently evaluating what worked well and identifying opportunities to create more engaging, impactful learning experiences (V3).

Ultimately, I measure success not just by students' grades, but by seeing them develop skills for lifelong success - things like problem-solving abilities, professional competencies and entrepreneurial confidence (A4, V4). This aligns with Spronken-Smith et al.'s (2008) view that higher education should foster transferable skills that prepare students for future careers and personal development (K2). My proudest moments are when former students reach out to share how my teaching has helped them launch a new venture, secure a promotion, or make positive changes to their lives (V4). It is incredibly rewarding to play a role in positively transforming students' lives and impacting their futures (V4).

While I have developed effective methods through experience, I am eager to couple this with deeper study into proven pedagogical principles and theories (A5). As Philpott (2015) notes, continuous professional development is critical for educators to evolve their conceptual understanding and practical capabilities (V3). I am particularly interested in exploring strategies for virtual learning environments (K4),

given the rise of the virtual classroom. Effective online teaching requires adapting techniques like discussion facilitation, multimedia integration and enabling collaboration for the digital space (Martin et al., 2019) (K2). Flipped classroom models, where students initially encounter new material outside of class, allowing class time to be dedicated to active learning, can also enhance engagement (Bergmann and Sams, 2012) (K2). My goal is to merge my passion for teaching with firmly grounded academic frameworks to become a more inspiring, impactful educator and mentor (A5).

2. MICRO-TEACHING SESSION

This short reflection reviews a 10-minute micro-teach session (Appendix A), which I conducted via Microsoft Teams, focusing on a novel business planning tool known as the Concept Canvas, devised by an independent consultancy in Cardiff, Wales. The primary objective of this session was to familiarise my colleagues with the Concept Canvas as a potential new assessment tool for the Entrepreneurship module, aiming to assess its viability in comparison to existing methods (A2).

I utilised PowerPoint to outline the session's objectives, introduce myself, and clarify the intentions of the Concept Canvas. The presentation spanned 26 slides, methodically introducing the elements of the Concept Canvas. I articulated the reasons behind my belief in its effectiveness as an educational tool for our students, ensuring the presentation maintained a coherent flow and adhered strictly to the time constraints, thereby covering all intended content efficiently (A4).

However, upon reflection, the session's pace felt somewhat rushed, given the amount of content included. This rapid pace limited opportunities for peer interaction and questions, suggesting a need for a more balanced approach to content delivery and engagement (A4). This aspect was particularly echoed in the feedback from colleagues, who appreciated the knowledge shared, but expressed a desire for more interactive elements and theoretical inclusion (A2).

Feedback highlighted the presentation's aesthetic appeal and clarity, with colleagues noting the session's "approachable tone and pace" and moments of humour, which enhanced the learning environment (A4). They also commended the quality of the delivery, describing it as "excellent" with a "clear arc", and acknowledged my knowledge of the subject as "demonstrable" and "in-depth" (A1).

Despite these strengths, the feedback suggested that allowing more time for the 'live' example of the Concept Canvas could have enriched understanding further. This recommendation aligns with my ambition for developing more effective virtual learning environments by incorporating practical, interactive digital elements where possible, supported by Davis, J.R., and Arend, B.D. (2013), which advocates for varied learning experiences to enhance student engagement (A2, A4).

In conclusion, while the micro-teach was successful within the time constraints imposed, there remains scope for improvement. Petty, G. (2009) offers strategies for effective classroom management that could be employed to improve pacing and enhance student interaction (A4). Future sessions could benefit from greater interaction and practical engagement with the Concept Canvas, thereby fostering a more immersive and memorable learning experience (A4). Reflecting on these aspects and planning for future enhancements is crucial, as highlighted by Ashwin, P., et al. (2015), which underscores the significance of reflective practice in continual teaching improvement (A4).

3. TEACHING INTERVENTION

3.1. Introduction To The Teaching Intervention Cycle

This reflective report examines a teaching intervention undertaken during the Winter term of January to March 2023/24 for the Entrepreneurship module within the International Hotel Management course, at the Institute of Management and Hospitality, in the University of Wales Trinity Saint David.

This intervention was prompted by a significant shift in the teaching methodology and curriculum design enforced by new module leadership, necessitating a departure from a previously flexible and interactive teaching approach to a more structured and prescriptive format. This change represented a challenging adjustment in my pedagogical practices, primarily because it involved a strict adherence to pre-defined content and reduced autonomy in delivery methods, contrasting sharply with my earlier, more dynamic lectures focussed on creativity and engagement.

The primary purpose of this analysis is to critically reflect upon and evaluate the impacts of these enforced changes on both student learning outcomes and my own professional development. By employing Gibbs' Reflective Cycle (Gibbs, 1988), this report will dissect the stages of the intervention—from planning through to execution and reflection—to identify what worked, what did not, and why. This reflective journey is not only crucial for personal and professional growth but also aligns with the UK Professional Standards Framework (UKPSF) (Advance HE, 2011), specifically addressing the core areas of activity A2 (Teach and/or support learning) and A4 (Develop effective learning environments).

In doing so, the report will draw upon relevant educational theories and literature to support observations and reflections.

3.2. Background To The Module

The Entrepreneurship module is a Level 5 module in the second year of International Hotel Management undergraduate degree. The module, conducted over an eight-week period, is designed to foster entrepreneurial skills and thinking among

students, preparing them for dynamic roles in the hospitality sector and potentially for starting their own business. Lectures are delivered virtually via Microsoft Teams, utilising PowerPoint as the primary tool for presentations, supported by institutional learning platforms such as Moodle and an extensive online library (K4).

Each class typically comprises of about 35 students, with the course accommodating three intakes per year - in September, January, and April. Given the substantial enrolment, with approximately 300 students each term, lecturers are tasked with teaching multiple groups in multiple disciplines each week. Typically each module, Entrepreneurship included, ranges from 7 to 10 groups per term taught by 3-5 lecturers with one acting as 'Module Lead'. This organisational structure ensures that despite the large number of students, the teaching environment remains conducive to learning, with typically 3 to 5 tutors and one Module Lead per module each term (A5).

The student demographics present a unique set of challenges. The majority of students are mature learners, with English as a second language, living in various locations throughout the UK. This diverse student body brings a rich variety of perspectives to the course, yet also necessitates tailored approaches to teaching to accommodate different educational backgrounds and language competencies (V1, V2).

3.3. Background To The Intervention

Prior to the intervention, my role as Module Lead for the Entrepreneurship course allowed me the freedom to design and deliver content that was not only informative but also highly engaging, creative and interactive (A1, K3). My teaching style was characterised by a dynamic approach that integrated real-world examples and encouraged active student participation through discussions and collaborative activities (V1, K2). This approach was underpinned by educational theories such as experiential learning, believing that learning is more effective when students are actively involved in the learning process (Kolb, 1984) (K3, V2). The autonomy I enjoyed in curriculum design not only heightened my motivations to teach but also allowed for the cultivation of a learning environment where students' creativity,

competence, and knowledge were fostered, aligning with their psychological needs for growth and satisfaction (Deci and Ryan, 2000) (V1, K6).

However, the academic year 2023/24 brought significant changes to the teaching format of the Entrepreneurship module. Due to a restructuring within the Institute of Management and Hospitality and subsequent shifts in module leadership, there was a marked transition to a more regimented and prescriptive teaching approach (V3, A4). The new guidelines mandated strict adherence to pre-set content and a specific lecture-to-activity ratio, which was a substantial departure from the previously flexible viewpoint that allowed for adaptations based on tutor preferences and expertise (A2, K5).

These changes were driven by several factors, including the need for consistency across multiple cohorts and the integration of new learning technologies which required a more standardised approach (A5, K4). The shift was also partly in response to increasing demands for student outcomes that aligned specifically to industry expectations, a more constructivist approach to curriculum design emphasising the alignment of learning activities with desired learning outcomes (Biggs and Tang, 2011) (K2, V2).

The introduction of these changes coincided with my return to the module after a brief hiatus supporting the placement projects within the team. I was faced with the challenge of delivering a module that was not only less familiar but also less flexible, within a teaching environment that had become significantly more structured (A1, K1).

These circumstances set the stage for the intervention, where the primary objective was to evaluate the effectiveness of these new teaching directives and their impact on both student engagement and educational outcomes (A3, K6). In an effort to remain open-minded to the changes, the intervention would help assess whether this rigid format could still foster an effective learning environment and meet the educational goals of the module, particularly in light of the diverse needs and backgrounds of the student body and the online delivery (V1, A4).

3.4. Implementation Of The Intervention

The implementation of the teaching intervention began with a thorough understanding of the new guidelines that emphasised a structured approach to content delivery. This adjustment required a strategic shift in my teaching methodology to align with the prescribed framework which detailed not only the content but also the pacing and structure of each lecture. (A1, K2)

3.4.1. Adherence to Prescribed Content

Following the new module guidelines, I meticulously planned each session to fit the rigid structure, ensuring that all topics were covered exactly as outlined. This meant significantly reducing the scope for spontaneous discussions and limiting opportunities for in-depth exploration of topics that previously enriched the learning experience. The content was primarily delivered through PowerPoint presentations that were structured to follow exact timelines, with each timed breaks to ensure that the entire curriculum was covered within the allotted periods. The shift to a prescribed curriculum, and an inability to tailor challenges to student capabilities and interests, significantly affected the 'flow' of lectures where optimal learning and engagement occur (Csikszentmihalyi, 1990) (A1, K3, V1).

3.4.2. Adjustment of Teaching Methods

To accommodate the change while still engaging students, I integrated more directed questioning into the lectures, aiming to provoke thought and ensure comprehension without straying from the set material. This technique, supported by Petty's (2009) assertion on the efficacy of direct instruction when combined with active learning strategies, involved posing strategic questions to the students at specific intervals, which helped in maintaining some level of interaction within the constraints of the new format. (A2, K2, V2)

Group activities, which were previously a core component of my teaching approach, were now more structured and closely tied to the content of the lectures. These activities were designed to reinforce the material covered in the lectures through practical application, thus adhering to the new guidelines while attempting to keep the sessions dynamic. The use of breakout rooms in Microsoft Teams facilitated these activities, allowing students to engage with the material and each other in a controlled yet interactive environment. (A4, K4, V3)

3.4.3. Feedback Mechanisms and Adjustments

Feedback from students was solicited more frequently to gauge the effectiveness of the new teaching approach in real-time (Harvard Graduate School of Education, 2022). This feedback highlighted areas where students felt disengaged or confused, prompting immediate adjustments. For instance, when it became apparent that the pacing of the lectures was too rapid, I made slight modifications to the delivery speed and the timing of interactive segments to better accommodate the students' learning paces (Education Sciences, 2020). (A3, K5, V1)

The feedback also led to minor content adjustments within the confines of the prescribed curriculum. While major deviations from the set material were not possible, I was able to emphasise certain topics more than others based on student responses and engagement levels observed during the sessions. (A2, K6, V2)

3.4.4. Reflection and Iterative Improvements

Throughout the intervention, I maintained reflective notes, recording observations on what methods worked and which aspects of the new approach needed re-evaluation in my opinion. This continuous reflective practice, crucial for adaptive teaching (Brookfield, 1995; Schon, 1983), allowed for regular improvements to the teaching strategy throughout the term, ensuring that each session was better aligned with student needs while remaining within the parameters set by the new module guidelines. (A5, K6, V4)

3.5. Reflection On Teaching Practices

Utilising Gibbs' Reflective Cycle (Gibbs, 1988) (K5), this section offers a structured reflection on the intervention, providing insights into my experiences, the effectiveness of the implemented strategies (K2, V3), and the overall impact on the teaching and learning environment (A4).

3.5.1. Description

Throughout the intervention, I adhered strictly to the newly imposed module guidelines which dictated a specific curriculum structure and delivery method (A1). This involved delivering content through a series of structured PowerPoint presentations, timing each segment to ensure coverage of all required material

within the prescribed session durations (K2). Activities were redesigned to fit a more rigid framework, focusing on reinforcing lecture content through structured group work (A3, V1).

3.5.2. *Feelings*

Initially, I felt constrained by the lack of flexibility in the teaching format (V2). The creativity and spontaneity that characterised my previous teaching methods were significantly hindered, leading to feelings of frustration and concern about my ability to engage students effectively (K3, V1). Despite these challenges, I was committed to making the best of the situation, driven by a professional responsibility to provide a high-quality learning experience for my students (V3).

3.5.3. *Evaluation*

The strict adherence to the prescribed content and structure had mixed results. On one hand, it ensured a consistent delivery of content across different student cohorts (A5), which was one of the administrative goals of the intervention (K6). On the other hand, student feedback indicated that the rigid format limited their engagement and the dynamic interaction that had previously enhanced their learning experience (A2). This was particularly evident in sessions where complex concepts were not adequately understood, and the fixed structure left little room for in-depth exploration or clarification (V1, V2).

3.5.4. *Analysis*

The challenges faced during the intervention can be partly attributed to the tension between administrative efficiency and pedagogical effectiveness (V4). While the uniformity in content delivery aligns with Biggs and Tang's (2011) recommendations for curriculum consistency (K6), the reduced flexibility impacted the application of constructive alignment principles where teaching activities are optimally aligned with learning outcomes (K2, K3). Furthermore, Vygotsky's (1978) zone of proximal development suggests that learner engagement is maximised when activities are within their capabilities but still require a degree of challenge (V1). The new format did not always allow for adjustments to meet diverse student needs, potentially limiting effective learning (V2). This intervention highlighted the limitations imposed by a lack of creative control, which is contrary to the principles of Constructivist Learning Theory, where effective learning is shaped through hands-on experiences

and is responsive to the learners' environment (Piaget, 1976) (K3). Furthermore, the inability to culturally tailor discussions and examples, as suggested by Vygotsky's (1978) emphasis on the social context of learning, may have hindered the development of more inclusive and engaging content (V1).

3.5.5. Conclusion

The intervention highlighted a critical balance that must be maintained between structured content delivery and adaptability in teaching practices (A4, K6). While it is important to meet administrative demands for consistency, it is equally crucial to retain an element of flexibility to address the varying educational needs of students effectively (V2).

3.5.6. Action Plan

Going forward, I plan to advocate for a more balanced approach to curriculum design that allows for structured content delivery with integrated opportunities for flexibility (A1, A3). This could include predefined points in the lecture where student feedback can influence the direction or pace of the session (K5). Additionally, professional development workshops on adaptive teaching strategies could be beneficial for all faculty members, enhancing our collective ability to navigate similar challenges in the future (A5, V3).

3.6. Impact On Student Learning And Engagement

The shift to a more structured and prescriptive teaching model had a significant impact on both student learning and engagement, which was evident through various feedback mechanisms and assessment outcomes during the intervention period (A4, V2).

3.6.1. Student Performance and Engagement

The immediate effect of the new teaching approach was observable in student engagement during and outside of scheduled sessions. Engagement metrics, primarily derived from participation rates in discussions and activities, showed a decline from the previous terms (A2, K3). Previously, sessions that encouraged interactive and exploratory learning achieved higher engagement levels, with notably more positivity and enthusiasm. However, the new format limited opportunities for

such interactions, leading to a noticeable drop in student involvement (V1). This is in direct contradiction to widely acknowledged teaching theory that suggests that students learn best through active doing (Piaget, 1950) (K3).

3.6.2. Feedback and Adjustments

Student feedback, collected through informal discussions, indicated a general dissatisfaction with the inability to explore topics beyond the confines of the prescribed content (V2, K6). Many students expressed difficulty in relating the delivered subject material to practical, real-world examples, a key component of effective learning in entrepreneurship education (Matthews and Santos, 2023) (K2, A1). This feedback is in line with the constructivist learning theories, which promote the integration of real-life experiences in learning to increase relevance, interest and retention (Vygotsky, 1978) (K3, V1).

Moreover, the feedback highlighted a need for more flexible pacing to accommodate varying levels of comprehension and interest (K2, A4). In response, I attempted minor adjustments within the limitations of the prescribed format, such as slightly slowing down the delivery pace and incorporating more frequent, brief Q&A sessions to clarify and reinforce key points (Armitage et al (2003) (A3).

3.6.3. Assessment Outcomes

The rigidity of the new teaching format also impacted the assessment outcomes. The grades from the assessments were lower compared to previous terms, with a noticeable reduced pass percentage, and a lower overall average pass mark (K5, A3). These results suggest that the reduced engagement and rushed pacing may have hindered deep understanding and retention of course material, essential for successful application in the assessments, which included both theoretical analyses and practical business planning (K2, V3).

These observations align with educational research suggesting that engagement is a precursor to academic achievement (Astin, 1984) (K1, V2). The restrictive format imposed by the new guidelines likely stifled the ability of students to engage deeply with the material, directly affecting their performance (A2, V1).

3.6.4. Reflection on Student Learning Needs

Reflecting on these outcomes, it becomes clear that while the uniformity of content delivery was achieved, it was at the cost of student engagement and effective learning. This intervention has underscored the importance of designing teaching strategies that are not only aligned with administrative requirements but also adaptive to student needs and conducive to fostering an engaging learning environment (A4, V1). The restrictions on content adaptability and delivery method had tangible impacts on student engagement levels, potentially impeding the creativity and critical thinking that are vital in entrepreneurship education (Corbett, Neck and DeTienne, 2018). Research supports that greater autonomy in teaching can lead to higher academic achievement as it allows educators to dynamically adjust their teaching strategies to meet students' needs, thereby promoting deeper engagement and learning (A2, K3, V2) (Astin, 1984).

3.6.5. Future Directions

To mitigate similar challenges in the future, it would be beneficial to introduce more adaptable teaching elements within the structured framework (A1, K4). This could include leveraging technology to create interactive and customisable learning experiences, even within a prescribed curriculum (K4, V2). Additionally, continuous professional development in adaptive teaching strategies should be considered to equip educators with the skills necessary to balance curriculum consistency with engaging and effective teaching practices (A5, V3).

3.7. Conclusion

This reflective report has provided a comprehensive analysis of the teaching intervention implemented during the Winter term of 2023/24 for the Entrepreneurship module at the Institute of Management and Hospitality. By employing Gibbs' Reflective Cycle, the report critically examined the impact of transitioning to a highly structured and prescriptive teaching format, imposed by new administrative directives. This intervention prompted a significant shift in teaching practices, which were previously characterised by flexibility and student-centred approaches (V1, A1).

The implementation of the intervention revealed several critical insights:

- **Student Engagement and Learning:** The rigid format of the curriculum delivery, while ensuring consistency (K6), adversely affected student engagement and the overall effectiveness of learning. Feedback indicated that the lack of flexibility diminished students' ability to interact with the content dynamically (K3), which is crucial for deep learning, especially in a discipline as complex as entrepreneurship (V2).
- **Adaptation and Responsiveness:** Adjustments made in response to ongoing feedback highlighted the importance of adaptability in teaching (A2). Even within the constraints of the prescribed guidelines, efforts to modify teaching techniques and session pacing demonstrated a commitment to enhancing student understanding and engagement (A5).
- **Professional Development:** The intervention underscored the need for continuous professional development in innovative teaching strategies (V3). Embracing new approaches, such as blended learning (Advance HE, 2023) or the flipped classroom model (Bergmann and Sams, 2012), could better align administrative goals with pedagogical effectiveness, fostering a more engaging and responsive educational environment (A4, K4).
- **Reflecting on the UK Professional Standards Framework (UKPSF),** it is evident that while some standards were met, there remains a gap in fully realising the potential of teaching to support diverse learning needs effectively (V1). The experience has reinforced the necessity of balancing structural directives with the pedagogical flexibility that supports deep, meaningful learning experiences (K2, A3).

3.7.1. Future Implications

The insights gained from this intervention are invaluable for informing future teaching practices not only within the Entrepreneurship module but across other courses as well. It is imperative that future curriculum designs incorporate a degree of flexibility that allows educators to adapt their teaching to meet the needs of their students dynamically (K5). Additionally, institutional support for ongoing training in new educational methodologies will be crucial for educators to remain adaptive and responsive to student needs (A5).

In conclusion, this reflective journey has highlighted the complex and awkward interplay between administrative efficiency and educational effectiveness; an ongoing challenge in teaching practice which aims to enrich student learning outcomes while satisfying institutional demands (V4).

4. TEACHING OBSERVATIONS

4.1. Observation Of Scott James Lecture (Appendix B)

Reflecting on the observation of Scott James' online marketing lecture, several key aspects of effective teaching and learning strategies, as highlighted by contemporary educational theory, were noted. Scott's approach highlights the importance of preparation and the adaptation of teaching methods to support diverse learners, an idea strongly advocated by Biggs and Tang (2011) (A1).

It was evident that Scott prioritises preparation for his lectures, introducing new, detailed concepts such as the SOSTAC model and the Ansoff Matrix with confidence and ease (K1). This practice not only aligns with the principles laid out by Biggs and Tang (2011) regarding constructive alignment but also ensures that the content delivered is relevant and builds on students' prior knowledge, thereby deepening their learning experience (A1).

The use of diverse teaching methods including direct instruction, group activities, and multimedia resources illustrates a pedagogical flexibility that Petty (2009) emphasises. Petty suggests that varying teaching methods to cater for different learning styles, thus enhancing the overall effectiveness of teaching. Scott's integration of these methods facilitated an engaging and participatory learning environment, which is crucial in maintaining student attention and promoting meaningful learning (A2, V1, K3).

Furthermore, Scott's interaction with students and his use of technology to support learning reflect the strategies recommended by Davis and Arend (2013). By employing aesthetically pleasing PowerPoint slides and videos, Scott effectively reinforced key marketing concepts, thereby ensuring that his students not only understood the material but were also able to apply it in practical contexts (A2, A4).

The interactions observed between Scott and his students during the session underscores the importance of teacher-student relationships in learning environments (A2, V1). This aspect is crucial as it directly impacts student engagement and motivation. As Armitage et al. (2003) discuss, creating an effective learning environment involves not just the transmission of knowledge but also fostering a supportive community where learners feel valued and understood (A4).

Scott demonstrates a strong ability to forge respectful and open learning environments.

Scott's respect for learners and promotion of participation align with the professional values necessary for higher education contexts (Philpott, 2015; UKPSF, 2011) (V1). His evidence-informed approach, using research and case studies, not only grounded his teaching in solid theoretical foundations but also helped students connect theoretical concepts with real-world applications, a critical skill in marketing and business teaching (V3).

In conclusion, the observation of Scott's lecture offers valuable insights into the application of educational theories in teaching practice. His ability to integrate theoretical knowledge with practical application, alongside his adept use of diverse teaching methods and technologies, provides a strong model for effective teaching in higher education. This reflection not only serves as a testament to Scott's pedagogical skills but also as a guide for my own teaching practice, emphasising the need for preparation, adaptability, and student engagement to achieve successful educational outcomes.

4.2. Teaching Observation (1) By Charlotte Joyner (Appendix C)

The feedback provided by Charlotte offers valuable insights into my lecture delivery within the virtual classroom. The observations highlighted several strengths in my teaching approach, notably in the preparation and structuring of the lecture. Accordingly, the session was well-organised with clear objectives and a comprehensive walkthrough of the module handbook, which Biggs and Tang (2011) emphasise in their model of constructive alignment for promoting effective learning outcomes. This approach ensures that learning activities are aligned with learning outcomes, a principle I consciously integrate into my teaching to enhance clarity and student engagement (A1,A2). This strategic planning reflects my understanding of the subject material (K1) and the appropriate methods for teaching and assessing in the entrepreneurship field (K2).

Another positive aspect noted was the pacing and clarity of the presentation. Petty (2009) asserts that maintaining a steady pace and clarity in delivering content can

significantly aid student understanding and retention (A4, K2). My aim was to balance the dissemination of information with sufficient pauses for reflection and assimilation, which appears to have been effective. However, the feedback suggests there is room for improvement in managing breaks and opportunities to reassure students. Incorporating more frequent, shorter breaks could help in giving students time to digest information, as suggested by Davis and Arend (2013), who advocate for varied pacing to match diverse learning speeds (A2, A4, V1).

The interaction with students was another area of strength. Engagement strategies were effective, with active participation and a comfortable atmosphere for students to express concerns and ask questions. Such an environment, as noted by Knowles et al. (2015), supports adult learning principles where learners bring significant life experiences that contribute to the communal learning process. This approach not only enhances the learning environment but also builds a sense of community and respect among students, which is essential in adult education particularly. (A2, A4, V1).

Despite these positives, the observation also presented areas for enhancement. For instance, while I addressed questions and facilitated discussions, there was a recommendation to create more opportunities for student questions throughout the lecture. This aligns with Armitage et al. (2003), who suggest that continual engagement and responsive teaching methods can adapt instruction in real-time to meet learner needs more effectively (A2, K2).

Reflecting on these observations, it is evident that my teaching practice aligns well with several educational theories that advocate for structured, responsive, and engaging teaching methods. However, I recognise the need for continuous improvement (K5). Actions I plan to undertake include structuring breaks more strategically to enhance information retention and modifying the lecture's interactive components to allow more spontaneous inquiries (A1, A2, K4). I recognise the need to optimise pacing further to accommodate diverse learning needs (K3), suggesting a refinement in the use of learning technologies (K4) to enhance interaction and engagement.

In conclusion, this reflective process has been invaluable for recognising the strengths and areas for development in my teaching practice, whilst reaffirming the

benefits of being a 'reflective practitioner' for continual professional growth (Philpott, 2015) (A5, V3).

4.3. Teaching Observation (2) By Charlotte Joyner (Appendix D)

Reflecting on the observations of my lecture, I appreciate the feedback provided and the insights given. The observation praised the structure of the lecture, noting the clear introduction, effective use of visual aids, and the reinforcement of session objectives through the Business Model Canvas (BMC) template (A1, A2, K1, K2, K4). Such feedback aligns with Illeris's (2007) perspectives on the importance of clarity and structural coherence in educational settings to enhance learning outcomes. The recognition of these elements in my lecture suggests that the visual and organisational strategies employed were effective in delivering content clearly and engagingly (A1).

However, the observation also highlighted areas for improvement, particularly regarding student interaction and assessment techniques. It was suggested that I should incorporate more opportunities for questioning and interactive activities to better gauge student understanding and engagement (K5). This feedback is crucial as it points to the need for a more learner-centred approach, which is supported by Philpott's (2015) discussion on the reflective practice in teaching. By reflecting on the methods I use and the responses they elicit, I can better adapt my strategies to meet the needs of my students (A2, A3, A4, K5).

Additionally, the recommendation to pause occasionally to solicit student questions resonates with Armitage et al.'s (2003) emphasis on the importance of responsiveness in teaching. Creating spaces within the lecture for students to clarify their understandings or express concerns can significantly enhance the learning environment, making it more inclusive and responsive to individual needs (A4, K3, K4, V1, V2).

In response to the suggestion to use evidence-informed approaches, I acknowledge the need to integrate more of these techniques into my teaching. Using a variety of assessment tools, such as real-time quizzes or interactive discussions, could serve as practical applications of this approach, helping to ensure that all students are

following along and are actively engaged in the material presented (A3, K2, K4, K5, V3).

Furthermore, the advice to check prior understanding at the start of sessions is a valuable reminder of the importance of scaffolding in learning. As Ashwin et al. (2015) suggest, understanding students' prior knowledge can help in tailoring the session more effectively to their needs, enhancing their learning experience by bridging new information with their existing knowledge base (A1, K3).

In conclusion, this observation has been a constructive process that has provided me with valuable insights into my teaching practice. It has highlighted my strengths in content delivery and organisation while also pointing out critical areas where I can improve, particularly in fostering a more interactive and responsive learning environment. Going forward, I plan to incorporate more interactive and assessment techniques into my lectures to enhance student engagement and understanding, reflecting a commitment to continuous improvement in my teaching practice (A5).

5. C.P.D REFLECTIVE EVALUATIONS

5.1. C.P.D Event 1: N.E.X.U.S - Active Digital Education For Inclusive Pedagogies

Date held: 19th December 2023

Location: Online (MS Teams)

Hosted by: UWTSD

The CPD event, led by Dr. Helen Caldwell and Dr. Emma Whewell from the University of Northampton, provided an insightful exploration into "Active Digital Education for Inclusive Pedagogies". This session highlighted the importance of designing learning activities that not only embrace but thrive on the diversity of learner needs through the effective application of digital technologies, underpinned by the Universal Design for Learning (UDL) (CAST, 2023) framework (A1, V1).

Central to the discussion was the UDL framework's capacity to cater to the varied learner by adjusting teaching, learning, and assessment design. This approach, as described by Biggs and Tang (2011), emphasises the necessity for educators to create teaching activities that are closely aligned with intended learning outcomes to foster deep learning. By harnessing appropriate learning technologies (K4), educators ensure a rich, diversified educational environment that resonates more effectively with learners (K3).

In delving into Active Digital Education (ADE) (University of Northampton, 2023), the presenters highlighted how this paradigm fosters an environment with the potential for more active engagement, knowledge co-construction, and peer collaboration. According to Illeris (2007), this facilitates a collective and collaborative mindset, empowering learners to engage dynamically with content, co-create knowledge, and establish meaningful connections, thereby enriching the learning and teaching environment.

The session was supported with interesting examples and digital toolkits (e.g., Padlet, Miro, Jamboard), illustrating effective pedagogical strategies (K2) that encourage engagement and collaborative through varied tools, enabling learners to share their understanding and comprehension (A3). Furthermore, the presenters

ventured into the realm of neurodiversity, highlighting the digital environment's potential to maximise individual learning styles and preferences (V1). This segment underscored the importance of integrating student preferences to ensure responsive and inclusive learning environments (A4).

Ethical considerations surrounding the use of AI in education were also touched on, with a particular focus on leveraging AI to craft immersive learning experiences while concurrently navigating the challenges associated with academic integrity and evidence-informed pedagogical practices (V3, K6). Such use of technology in education must be thoughtfully integrated to enhance learning experiences without compromising academic integrity (Davis and Arend, 2013).

In summary, this session was an interesting insight into the transformative potential of digital technologies in education, underscoring the importance of adaptability, inclusivity, and ethical considerations in shaping the future of pedagogical practices.

5.2. C.P.D Event 2: N.E.X.U.S – Digital Teaching And Learning Standards

Date held: 19th December 2023

Location: Online (MS Teams)

Hosted by: UWTSD

Attending the NEXUS Digital Teaching and Learning Standards event provided valuable insights into the evolving landscape of inclusivity and digital standards within education. Key discussions centred on enhancing digital teaching strategies and creating inclusive learning environments, reflecting the shifting paradigms of contemporary education.

Emma Jones from the Digital Creativity & Learning team highlighted the importance of Digital Teaching and Learning Standards developed during COVID-19, emphasising their ongoing relevance and necessary updates for current educational needs (A1). This aligns with the concept of 'Constructive Alignment' by Biggs and Tang (2011), which stresses the alignment of learning objectives with teaching activities and assessment tasks to ensure that all aspects of learning are congruent and supportive of each other (K2).

Jones discussed strategies for making Moodle pages more inclusive and user-friendly, such as clear module information and explicit assessment expectations. This approach is underpinned by the theory of transparency in teaching and learning, as advocated by Winkelmes et al. (2016), which argues for the clarity of purpose, task, and criteria in educational settings to enhance student understanding and engagement (V3). The emphasis on clarity and accessibility in digital resources reflects an understanding of diverse learner needs, resonating with Universal Design for Learning (UDL) principles, which advocate for multiple means of engagement, representation, and expression to support all learners (V1).

Another significant aspect of the event was the incorporation of flipped learning, as discussed by Jones. This method, where students are introduced to learning content before class, enhances engagement and deepens understanding during in-class activities (A4). Bergmann and Sams (2012) have highlighted the effectiveness of flipped classrooms in reaching every student every day, thus aligning well with the discussed standards of digital inclusivity (K3).

From the event, it is clear that the shift towards more digital and inclusive educational practices is not only a response to immediate challenges but also a long-term transformation in teaching and learning paradigms. Theories such as those of Biggs and Tang (2011) on constructive alignment and the principles of UDL (CAST, 2023) are instrumental in guiding these transformations (K1). By integrating these frameworks into my practice, I can enhance the effectiveness of my teaching and create more responsive and inclusive learning environments (A2).

In conclusion, the professional development session has underscored the importance of ongoing adaptation and refinement of teaching practices to meet contemporary educational demands. By leveraging digital platforms effectively and ensuring inclusivity, I can support diverse learning needs and foster an environment that promotes success for all students (V2). This supports the overarching educational objective of equipping learners to navigate and contribute to an increasingly complex world.

5.3. C.P.D Event 3: N.E.X.U.S – Integration Of A.I and Immersive Technology In Education

Date held: 15th February 2024

Location: Online (MS Teams)

Hosted by: UWTSD

The Nexus “Integration of AI and Immersive Technology in Education” event highlighted transformative approaches to education, underlining the significance of adapting the latest digital teaching methods to accommodate the tech-savvy ‘Generation Alpha’ and the rapid advancements in Artificial Intelligence (AI) and immersive technologies. The presentation by Glyn Jenkins focused on the integration of AI and immersive technologies in educational contexts, presenting a vision for a future where traditional classroom boundaries disappear in favour of dynamic, tech-enhanced learning environments.

Jenkins underscored the critical role of content creation and development to engage Generation Alpha - a demographic growing up in a world heavily influenced by technology and rapid social change. The emphasis on instant access to content and knowledge highlighted the need for being effective in embracing various teaching formats, platforms, approaches, and delivery methods (A1). This approach aligns with Biggs and Tang’s (2011) principles of teaching for quality learning at university, advocating for teaching strategies that cater to the diversity in student learning styles and backgrounds (K1).

The discussion on the influence of AI in education reflected on the personalised learning experiences enabled by AI-powered systems, which can provide tailored content, personalised recommendations, and adaptive learning pathways for individual students (K2). This resonates with the pedagogical strategies discussed by Petty (2009), emphasising the importance of adapting teaching methods to meet diverse learning needs and enhancing student engagement and success (V1).

Furthermore, Jenkins highlighted the necessity of rethinking educational models to foster critical thinking, collaboration, problem-solving, and creativity among students, incorporating project and narrative-based learning, gamification elements, and real-world applications (A2). This approach mirrors the educational theories outlined by

Knowles et al. (2015) on the adult learner, stressing the importance of experiential learning and the application of knowledge to real-world situations (K3).

The presentation also touched upon the ethical implications and challenges associated with the deployment of AI in education, such as data privacy and profiling, urging a responsible implementation that maintains a learner-centred approach (V2). This call for ethical consideration echoes the concerns raised in the academic literature on the need to balance technological advancement with the principles of equity, inclusiveness, and respect for individual learners (Hollands and Tirthali, 2014; Oxford Academic, n.d.) (V3).

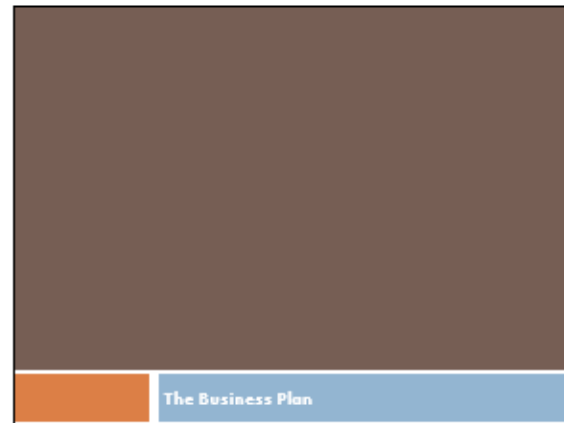
In conclusion, this informative session provided valuable insights into the evolving landscape of higher education, emphasising the importance of embracing change, leveraging technology, and fostering a culture of collaboration to create inclusive, engaging, and effective learning environments for the digital natives of the next generation of learners. This underscores the need for continuous professional development as an educator to stay modern and appropriate, and the integration of research, scholarship, and pedagogical innovation to meet the demands of a rapidly changing educational paradigm (A3, V4).

6. APPENDICES

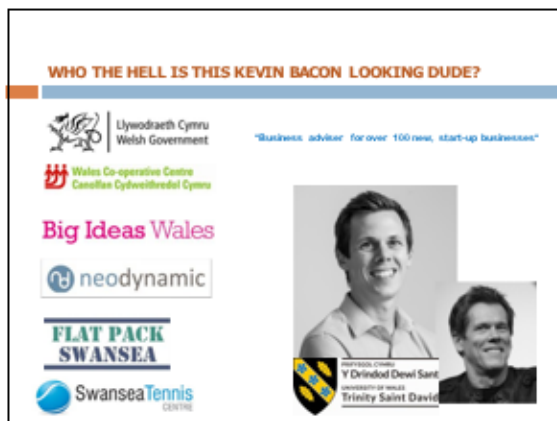
6.1. Appendix A: Micro-Teach Presentation Slides



1



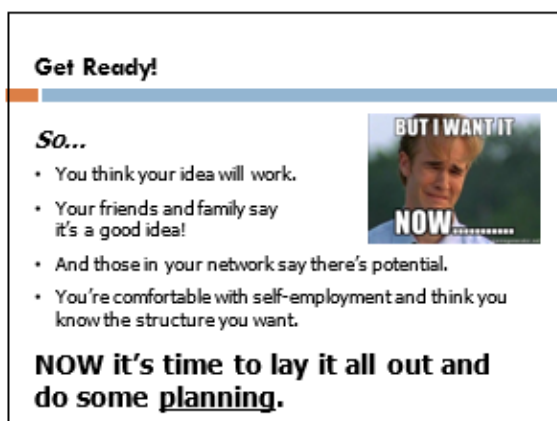
4



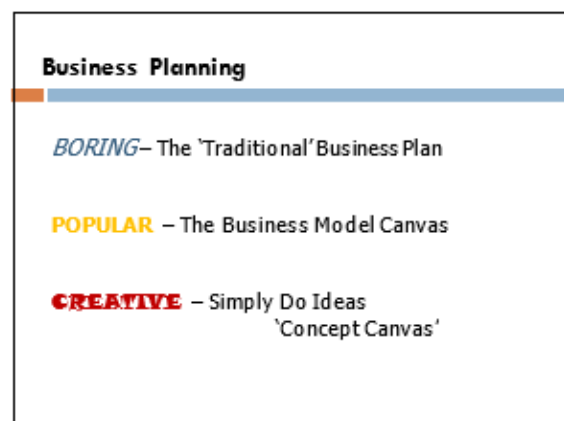
2



5



3



6

Business Planning

The 'Traditional' Business Plan

Section	Sub-section	Content
Executive Summary		Summary of the business plan
Business Description		Description of the business
Market Analysis		Analysis of the market
Organizational Structure		Structure of the organization
Product/Service Line		Description of the product/service
Marketing Strategy		Marketing strategy
Financial Projections		Financial projections
Risk Analysis		Risk analysis
Conclusion		Conclusion
Appendix		Appendix

7

Business Planning

The Business Model Canvas

- Less formal but still covers critical elements
- A globally accepted format for sufficiently analysing and presenting a 'snapshot' business proposal
- Not enough detail on its own but far better than nothing at all!
- In reality, not used by your typical small business owner or fresh entrepreneur

10

Business Planning

The 'Traditional' Business Plan

- Used by banks and required by funders
- Very formal, detailed and uninspiring.
- HEAVY document!



Excellent where risk is high or investment is required.

8

Business Planning

Simply Do Ideas – 'The Concept Canvas'

- A 'student' friendly online program, with physical support materials, focussed on encouraging business idea development via the '6 C's'.



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Business Planning

The Business Model Canvas



<https://www.youtube.com/watch?v=9oAOzMTLP6s>

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Business Planning

Simply Do Ideas – 'The Concept Canvas'

- A re-working of the Business Model canvas that simplifies the process and makes much more sense to the 'untrained/uneducated'.
- Far more creative, user-friendly and useful.
- Practical tool that encourages thought of the fundamental areas. A pre-cursor to more formal, deeper business planning if required.
- The outcome is a pre-formatted presentation or 'pitch'.

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STEP 3: Competition

ENTER MARKETING

COMPETITIVE STRATEGY

- Who are your major competitors?

What are they good and bad at?

What can you do better?

Therefore, what are your competitive advantages?

16

STEP 1: Concept

Features & Benefits

People buy benefits, not features

The Value Proposition

"Why should we buy/use your product/service?"

'SWOT' your Idea

What are the internal strengths and weaknesses, what are the environmental/external opportunities and threats, and what are you going to do about them.



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STEP 3: Competition



17

STEP 2: Customers

MARKET RESEARCH

a. What is the overall market like?

- General understanding
- Size (population, financial value, geography)
- Environmental Trends (PESTEL analysis)

b. Customer research and profiling.

- Segmenting your market
- Defining your customer



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STEP 3: Competition

RELATIONSHIP MARKETING

'Get, Keep, Grow' - It costs five times as much to get customers as it does to keep them.

- Brand reinforcement
- Feedback and improvements (communication)
- Retention (be active in keeping)
- Create loyalty



.....DON'T FORGET 'PEOPLE'!

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STEP 4: Compatibility

A scoring system for the individuals involved in the business idea:

1. Establish competitive advantage through human resource – skills, ability, talents, creativity!
2. What are the roles and responsibilities? Is it fair? Is it clear? Can individuals be held accountable? Is their place in the company justified?
3. What's missing? How do fill the skills gaps? (Employ, train, outsource, etc)

Pasion	Pedience	Communication	Planning	Network
8	10	7	10	8

19

STEP 6: Cash

CASH OUT - WHAT ARE YOU GOING TO HAVE TO SPEND MONEY ON?
Links back to the Contents section.



Report to management
Employers NI
Travel/Accommodation
Telephone (mobile)
Broadband
Utilities
Marketing and materials
Postage
Insurance
Loan Repayments
Capital Expenditure
Training & Development
Accounting/Legal
Outside Services
Stock/Materials Purchases
Bank Charges
Office Consumables
Loans Repayments

22

STEP 5: Contents

What are the things you need?

Key Resources:

- The resources that are necessary to create value for the customer.
- They are considered an asset to a company, which are needed in order to sustain and support the business.
- These resources could be human, financial, physical and intellectual.



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STEP 6: Cash

DO YOU NEED ANY STARTUP FUNDING?

DO YOU HAVE ANY IDEAS OF HOW AND WHERE YOU MIGHT GET STARTUP FUNDING?

- Business finance or loans
- Grants or bursaries
- Self-funding
- Angel Investors (Capital Investors)
- Crowd-funding



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STEP 6: Cash

CASH IN - HOW WILL YOUR IDEA MAKE MONEY?

Focus on varied revenue streams and pricing!

PRICING

The three 'real-life' principles:

1. Profit = Price – cost
2. What price will get the work?
3. What am I worth? What do I want to earn?

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24



www.hmrc.gov.uk/startup
[Contact Business Wales](#)
"Seek professional help!"
-Business Support/Mentor
-Legal Advice
-Accountants

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Thank you!

Any Questions?



n.dyer@uwtsd.ac.uk

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MICRO-TEACH RECORDING: [MICRO-TEACH - Business Planning with the Concept Canvas-20240226_133512-Meeting Recording.mp4](#)

6.2. Appendix B: Observation of Scott James Lecture

PGCert tHE OBSERVATION FORM



Details of the Observation	
Observee	Scott James
Practice Advisor / Expert peer observer	Neil Dyer
Date of the Observation	15/03/24
Campus / Location	Online (MS Teams)
Date, Time, Duration	15/3/24, 9am, 3 hours.
Subject Speciality	Marketing
Type of activity	Lecture
This observation will contribute to the participant's portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague or professional colleague. Observation by a fellow participant on the programme is not permissible as a means of authenticating practice.	

Teaching/Support preparation [A1: Design and plan learning activities] <i>i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.</i>
Comments Scott demonstrated a high level of preparation, beginning the session by acknowledging the students' effort on assessment one and transitioning smoothly into the main focus for the session - assessment two. He provided a detailed explanation of the upcoming tasks, incorporating a mix of theoretical concepts and practical applications, such as the SOSTAC model, marketing mix, and Ansoff Matrix. The content was well-organised, with a clear selection of teaching methods including direct instruction, group activities, and multimedia resources to enhance learning.

Teaching [A2: Teach and/or support learning.] <i>i.e. Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to the subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc. Technique and Aids: General apparatus – board, data projector, use of handouts. Was effective communication achieved? Was there good student–teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.</i>
Comments Scott showed an excellent understanding of subject matter, introducing complex marketing concepts in an accessible manner. He maintained clarity of presentation and a good pace throughout. The session included interactive elements, such as a group activity to develop a new product/service for a customer segment, encouraging student participation and engagement. He used a variety of teaching aids effectively, including PowerPoint slides and external videos, to reinforce the learning material. There was evident rapport between Scott and the students, with opportunities for questions and personal interaction during the session.
Effective Learning Environments [A4:Develop effective learning environments and approaches to student support and guidance.] <i>i.e General class atmosphere, level of participation, attention, and interest. Student attitude and ability to carry out classwork. Were learning problems identified and overcome? Awareness of individual needs. Attitude to students.</i>
Comments Scott created a positive and inclusive learning environment by actively engaging students in the lesson through direct questions, group discussions, and practical exercises. He demonstrated awareness of individual needs by providing clear instructions and support for the group activity, ensuring that learning problems were addressed. The use of breakout rooms for group work further supported individual participation and allowed for more focused discussion among students.
Assessment [A3: Assess and give learners feedback] <i>i.e Formative/summative assessment examples , Question and answer technique. Other evaluation procedures, class management, instructions to students005C.</i>
Comments While direct assessment of student learning was not a focus of this particular session, Scott outlined the expectations and structure for the upcoming assessments in detail. He provided clear criteria for the marketing plan and presentation components of the course, emphasising the importance of understanding and applying marketing concepts. Feedback mechanisms seemed to be in place through the encouragement of practice presentations and the opportunity for questions and clarifications regarding the assignments.
Core Knowledge

• Subject knowledge • Teaching methods • Student learning • Learning technologies • Evaluation • Teaching effectiveness • Quality assurance
Comments Scott displayed extensive knowledge of marketing principles, theories, and frameworks. He adeptly covered a range of topics from SWOT analysis to the Ansoff Matrix, providing relevant examples to illustrate these concepts. His approach to teaching combined foundational marketing knowledge with practical applications, preparing students to apply what they have learned in their assessments.
Professional values • Respect for learners • Promote participation • Evidence informed approaches • Wider context of HE
Comments Respect for learners and the promotion of participation were evident throughout the lecture. Scott utilised evidence-informed approaches by incorporating research and case studies into his teaching. He also placed the marketing essentials course within the wider context of higher education and professional practice, encouraging students to consider the practical implications of their learning.
Examples of good practice: • Use of a variety of teaching methods to accommodate different learning styles. • Integration of theoretical concepts with practical exercises. • Effective use of technology to enhance learning and interaction. Action points: • Continue to encourage student participation through interactive activities. • Consider integrating more real-world case studies to apply theoretical concepts. • Explore additional feedback mechanisms to assess student understanding and application of marketing concepts in real-time.
Observer N. Dyer..... Date 29/3/24

Observee S.James.....

Date 30th March

PGCert PARTICIPANTS

On completion of the peer observation reports for each module, compose a short reflective paragraph on your observation experiences for inclusion in your portfolio along with the observation sheets.

6.3. Appendix C: Observation by Charlotte Joyner (1)

PGCert tHE OBSERVATION FORM



Details of the Observation	
Observee	Neil Dyer
Practice Advisor / Expert peer observer	Charlotte Joyner
Date of the Observation	9/1/24
Campus / Location	Online (MS Teams)
Date, Time, Duration	9/1/24, 9am, 3 hours
Subject Speciality	Entrepreneurship
Type of activity	Lecture
This observation will contribute to the participant's portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague or professional colleague. Observation by a fellow participant on the programme is not permissible as a means of authenticating practice.	

Teaching/Support preparation [A1: Design and plan learning activities] <i>i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.</i>
Comments The lesson had a clear structure with set expectations, introductions, and a thorough walkthrough of the module handbook. It showed a good balance of explanation and supporting material through screen sharing, indicating a high level of preparation.
Teaching [A2: Teach and/or support learning.] <i>i.e. Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to the subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc. Technique and Aids: General apparatus – board, data projector, use of handouts. Was effective communication achieved? Was there good student–</i>

<i>teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.</i>
Comments Clear expectations were set at the beginning. The presentation of the module handbook was paced well, with clear definitions. There was continuous reinforcement of the module's purpose throughout the delivery. Technique and aids were effectively utilised, with a balance between screen sharing and direct interaction, facilitating easy follow-along for students.
Effective Learning Environments [A4:Develop effective learning environments and approaches to student support and guidance.] <i>i.e General class atmosphere, level of participation, attention, and interest. Student attitude and ability to carry out classwork. Were learning problems identified and overcome? Awareness of individual needs. Attitude to students.</i>
Comments The majority of students were engaged and felt comfortable asking questions. Concerns about assignment requirements were addressed promptly, which helped to alleviate any anxieties. A good rapport between the lecturer and students was evident, providing a strong foundation for future learning.
Assessment [A3: Assess and give learners feedback] <i>i.e Formative/summative assessment examples , Question and answer technique. Other evaluation procedures, class management, instructions to students005C.</i>
Comments Not explicitly covered in the observation but the engagement with student questions and concerns indicates an ongoing informal assessment and feedback process.
Core Knowledge • Subject knowledge • Teaching methods • Student learning • Learning technologies • Evaluation • Teaching effectiveness • Quality assurance
Comments

The session demonstrated a clear understanding of the assignment and module content, with confidence in responding to a variety of student queries. Effective IT skills were used to share content in an accessible manner.	
Professional values • Respect for learners • Promote participation • Evidence informed approaches • Wider context of HE	
Comments Respect for learners and their queries was evident. The session promoted active participation and evidenced an informed approach to introducing the module and its requirements.	
Examples of good practice: Clear understanding of the assignment and module content. Confidence in IT skills, allowing for effective content sharing. Prompt and confident responses to student queries, fostering a positive learning environment.	
Action points: Consider creating opportunities for student questions, especially when presenting a large amount of information. Include breaks to allow students to reflect and digest information, possibly breaking longer breaks into shorter, more frequent pauses.	
Observer C. Joyner..... Date 10.1.24	
Observee N.Dyer..... Date 10/1/24	
PGCert PARTICIPANTS On completion of the peer observation reports for each module, compose a short reflective paragraph on your observation experiences for inclusion in your portfolio along with the observation sheets.	

6.4. Appendix D: Observation by Charlotte Joyner (2)

PGCert tHE OBSERVATION FORM



Details of the Observation	
Observee	Neil Dyer
Practice Advisor / Expert peer observer	Charlotte Joyner
Date of the Observation	30/1/24
Campus / Location	Online (MS Teams)
Date, Time, Duration	30/1/24, 9am, 2.5 hours
Subject Speciality	Entrepreneurship
Type of activity	Lecture
This observation will contribute to the participant's portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague or professional colleague. Observation by a fellow participant on the programme is not permissible as a means of authenticating practice.	

Teaching/Support preparation [A1: Design and plan learning activities] <i>i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.</i>
Comments Clear introduction and welcome provided to all students. Reminder of expectations and good lesson structure with a recap of the assessment. Use of BMC template and visual aids on slides to refresh understanding for students.
Teaching [A2: Teach and/or support learning.] <i>i.e. Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to the subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc. Technique and Aids: General apparatus – board, data projector, use of handouts. Was effective communication achieved? Was there good student–</i>

<i>teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.</i>
Comments Presentation supported explanations well, using visuals consistently with previous sessions for clarity. Content was well-paced with clear explanations on each slide and relevance to assessment 1. Demonstrated strong subject knowledge.
Effective Learning Environments [A4:Develop effective learning environments and approaches to student support and guidance.] <i>i.e General class atmosphere, level of participation, attention, and interest. Student attitude and ability to carry out classwork. Were learning problems identified and overcome? Awareness of individual needs. Attitude to students.</i>
Comments Engaged students, majority with cameras on, though participation was teacher-led. Recommended to pause occasionally to check for student questions and maintain attention.
Assessment [A3: Assess and give learners feedback] <i>i.e Formative/summative assessment examples , Question and answer technique. Other evaluation procedures, class management, instructions to students005C.</i>
Comments Utilised presentation slides to clearly support content but could benefit from more Q&A to check student understanding. Suggestions for increased engagement and checking understanding through interactive activities.
Core Knowledge • Subject knowledge • Teaching methods • Student learning • Learning technologies • Evaluation • Teaching effectiveness • Quality assurance
Comments

Displayed clear knowledge of the topic and strong understanding of the assignment brief. Confidence in answering student queries about assignments with structured feedback.	
Professional values • Respect for learners • Promote participation • Evidence informed approaches • Wider context of HE	
Comments Demonstrated respect for learners and promoted participation through structured lesson planning. Could incorporate evidence-informed approaches through Q&A or interactive activities to assess prior knowledge and engagement.	
Examples of good practice: Strong use of BMC template and guidance on assignment inclusion. Clear and structured feedback to students on assignments. Action points: Consider checking prior understanding at the start of merged group sessions through a Q&A activity to avoid assuming prior knowledge.	
Observer C.Joyner..... Date 30/2/24 Observee N. Dyer..... Date 30.2.24 PGCert PARTICIPANTS On completion of the peer observation reports for each module, compose a short reflective paragraph on your observation experiences for inclusion in your portfolio along with the observation sheets.	

6.5. Appendix E: Teaching Hours Record

Appendix A

Pg 1 of 2

PG Cert tHE -TEACHING LOG

Candidate: NEIL DYER	Campus: BUSINESS SCHOOL
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Date	Session Details	No of Hours	Practice Advisor's Signature
3/10/23	INTRO TO PLACEMENT (LV4)	2	"
3/10/23	INTRO TO PLACEMENT (LV6)	2	"
10/10/23	INTRO TO PLACEMENT (LV4) GP2	2	"
10/10/23	INTRO TO PLACEMENT (LV6) GP2	2	"
17/10/23	PLACEMENT MODULES (LV4)	2	"
17/10/23	PLACEMENT MODULES (LV6)	2	"
24/10/23	PLACEMENT MODULES (LV4) GP2	2	"
24/10/23	PLACEMENT MODULES (LV6) GP2	2	"
31/10/23	MODULE ASSIGNMENTS (LV4)	2	"
31/10/23	MODULE ASSIGNMENTS (LV6)	2	"
7/11/23	MODULE ASSIGNMENTS (LV4) GP2	2	"
7/11/23	MODULE ASSIGNMENTS (LV6) GP2	2	"
14/11/23	PRESENTATIONS & ASSESSMENT	8	"
21/11/23	PRESENTATIONS (LATE SUBMISSION)	3	"
5/12/23	PLACEMENT FEEDBACK (LV4)	1	"
5/12/23	PLACEMENT FEEDBACK (LV6)	1	"
9/1/24	INTRO TO ENTREPRENEURSHIP	4	"
9/1/24	INTRO TO PLACEMENT (LV6)	2	"
16/1/24	ENTREPRENEURIAL TRAITS	4	"
16/1/24	PLACEMENT MODULES	2	"
23/1/24	BUSINESS MODEL CANVAS	4	"
Hours = 53	Hours Carried Over =	Total Hours = 53	PG 2

Participant's signature.....

Practice Advisor's signature

Appendix A

Pg 1 of 2

PG Cert tHE -TEACHING LOG

Candidate: NEIL DYER	Campus: BUSINESS SCHOOL
----------------------	-------------------------

Date	Session Details	No of Hours	Practice Advisor's Signature
3/10/23	INTRO TO PLACEMENT (LV4)	2	"
3/10/23	INTRO TO PLACEMENT (LV6)	2	"
10/10/23	INTRO TO PLACEMENT (LV4) GP2	2	"
10/10/23	INTRO TO PLACEMENT (LV6) GP2	2	"
17/10/23	PLACEMENT MODULES (LV4)	2	"
17/10/23	PLACEMENT MODULES (LV6)	2	"
24/10/23	PLACEMENT MODULES (LV4) GP2	2	"
24/10/23	PLACEMENT MODULES (LV6) GP2	2	"
31/10/23	MODULE ASSIGNMENTS (LV4)	2	"
31/10/23	MODULE ASSIGNMENTS (LV6)	2	"
7/11/23	MODULE ASSIGNMENTS (LV4) GP2	2	"
7/11/23	MODULE ASSIGNMENTS (LV6) GP2	2	"
14/11/23	PRESENTATIONS & ASSESSMENT	8	"
21/11/23	PRESENTATIONS (LATE SUBMISSION)	3	"
5/12/23	PLACEMENT FEEDBACK (LV4)	1	"
5/12/23	PLACEMENT FEEDBACK (LV6)	1	"
9/1/24	INTRO TO ENTREPRENEURSHIP	4	"
9/1/24	INTRO TO PLACEMENT (LV6)	2	"
16/1/24	ENTREPRENEURIAL TRAITS	4	"
16/1/24	PLACEMENT MODULES	2	"
23/1/24	BUSINESS MODEL CANVAS	4	"
Hours = 53	Hours Carried Over=	Total Hours = CONT...	

PG 2.

Participant's signature.....

Practice Advisor's signature

7. REFERENCES

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