



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE CODE: ECPT6003

ASSESSMENT COMPONENT: A2
Professional Observation

STUDENT NAME: Lucy Beckett

STUDENT NUMBER: 2000251

Use of Generative AI in Assessment

(Lecturer to indicate Yes or No against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

AI Acknowledgement

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

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

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

In this professional observation report I will be following the (Gibbs, 1988) Reflective Cycle.

Description

I undertook two professional observations of the lecturers I am working with in my placement setting. I observed Lecturer A teaching a session on composition to a class of first year photography students. This was a three-hour session and was a nice entry level lecture as this was relatively early on within their course. As students come to the university from all different backgrounds the initial few lectures particularly in this technical heavy course are designed to establish a base knowledge and assess entry behaviour to the course. This contrasted nicely with the session I observed of Lecturer B where they were introducing second year students to their first module in the second year of the course. The lesson was noticeably pitched at a higher level to align with the skill set of the group of students. Both sessions were engaging and showcased different teaching styles from the lecturers I observed.

Lecturer A's lesson covered basic ideas of composition which was a continuation on from the lesson the previous week. The lesson started off as a whole class with a short presentation. Then the class was moved to the Mac Suite where students were split into small groups and given research tasks based on the definitions of compositional techniques. They then all had access to a shared collaborative mood board using an online software called Mila Note this mood board was filled in by the class and then students were given access to this at the end of the session to complete some independent study prior to the next session.

Lecturer B's lesson was structured differently with the content being more focussed on the module outcomes and setting the expectations for the work to be completed. This module revolves around the students working in small groups and working

independently putting on an exhibition. There was an academic underpinning to the practical concepts discussed in the first half of the lesson which was more presentation based and the second part of the lesson saw the lecturer facilitating the group work and discussions.

Feelings

Prior to both observations I was excited to see how the two lecturer I was watching would handle their sessions. As I was a student on the same course a couple of years ago, I have already had the chance to be taught by them but was intrigued to see how observing them from a teaching perspective would be different. It was fantastic to now be viewing them through this different lens, and I was pleased with how I was able to change the way I viewed their teaching almost instantly. I really enjoyed watching both sessions and getting the chance to see a range of different teaching techniques in practise and felt the lecturers were very engaging through the sessions. After the lessons I felt excited for my journey in the PCET to continue but also felt a sense of anxiety about how much work I must do to achieve the same standard of teaching I observed in these lessons.

Evaluation

In both lessons I observed a successful use of small group work within different contexts. As the lesson that I observed of Lecturer A was with a new first year group of students who didn't know each other very well the groupwork allowed for a comfortable learning environment which worked well as the students enjoyed and seemed to engage well within the session. Setting the activity in this way meant that students gained confidence in their input and helped them to engage better with each other and the task set. Pairing the digital technology with the group work furthered the students independent learning and this led to some nice research outcomes. This also aligned well with the professional standard 'Maintain and update knowledge of my subject and how best to teach and assess them' (Welsh Government, 2023) as it showed an awareness of how technology can be used to enhance the learning.

Again, seeing group work used within Lecturer B's session helped me to further consolidate my understanding of the advantages of using this type of teaching techniques. As this group already had obvious relationships which come with having already worked with each other for a year previously, I was still able to see how implementing a group task furthered the session.

There was a successful use of technology within Lecturer A's session by the integration of the software Milanote. This was successful within the lesson for several reasons the first being providing students with an alternative more contemporary way of documenting their visual research which is extremely important within arts education at the Higher level. It was also a really good tool to be paired with the small group work as this really allowed the students to start to take accountability for their own work and research which are skills that need to be developed through the first portion of their university experience in order to further these skills as they go throughout the rest of their chosen course. Providing students with these skills also aligns with the Professional standard of 'Enable learners to share responsibility for their own learning and assessment' (Welsh Government, 2023)

It was a nice to see way to see technology being introduced into a session without it feeling it was out of place and has shown me a good way of working with it in future. As a tool for formative assessment, it functioned well because students were able to see each other's work from the sessions it was a collaborative document that could be used after the session as a useful resource again aligning with the professional standard surrounding collaborative relationships. (Welsh Government, 2023)

There are natural disadvantages to utilising technology within sessions as well and it is important to not overlook these when planning to use it within the sessions. There were a few issues regarding students signing up the software to be able to use it this was something that required some attention from the lecturer to resolve it and not detract away from the outcome of the session. This was successfully managed by Lecturer A as they were able to set up the rest of the class on the task, so they could work through this in their small groups whilst then having time to be able to resolve

the issues with a small number of students. This meant that the overall negative impact of the technology not working completely as expected was mitigated and the session didn't have any negative impact and this was down to good planning where time was built in to handle any issues that did arise.

When observing the lesson of Lecturer B I was able to see a good use of a different type of lesson where it incorporated different teaching techniques. The first half of the session was much more a traditional chalk and talk lesson which was suitable for this content as it was introducing them to their new module. It was suitable as the selected teaching method as it was essential for the learners to understand what was expected of them in the module outcomes, the health and safety which was specific to the work required and also setting the expectations of student behaviour which is specific to this module as it requires the learners to work with the local communities of Swansea. Allowing the students to work independently within the second part of the lesson was good at helping the learners consolidate their learning and the Lecturer was able to facilitate this well. There were some students who seemed a bit disengaged after the introduction and a questioning exercise could have been used here to see if the learning had landed however, this did not seem to overly have a negative impact on the lesson.

Analysis

As mentioned previously the use of groupwork was successful in both sessions. Focussing on Lecturer A's session I was able to see the impact groupwork had as they were very new first year students. It was a successful application of this technique as it can be used to prevent the learners from feeling isolated particularly as they are yet to have strong relationships with peers and teachers yet. (Race, 2020). Students were able to feel confident in their choices and work while they were supported by their peers which was something that was visible to me doing the observations.

The session with Lecturer B demonstrated the benefits of group work in a different way as the main responsibility for the lesson was handed over to the learners. The focus on the class was for more focusses on how the students own experiences and research would be instrumental to the development of their work through the module.

Demonstrating ideas from Dewey's theory surrounding 'Experience and Education' (Dewey, 1963). This is a good reflection of how allowing students to think for themselves and move away from traditional teaching methods which may 'restrict learners' freedom of thought' allows students to gain the most from their learning skills and develop better intellectual skills. (Bates, 2016).

Focussing again on Lecturer B's session which encompassed a module introduction and breakdown into the initial part of the lesson it was interesting to see the expectations for the module laid out to clearly and then the responsibility handed over the learners. It is important to not overlook how important the sessions where module outcomes are explained as 'Well expressed statements of intended learning outcomes help students to identify their own targets and work systematically towards demonstrating their achievement of these targets' (Race & Brown, 2025). This was evident within the session as learners were asked to work independently in the later part of the session and were asked to put together their own scheme of work and plan for how they were going to complete the work set throughout the module. It was a good example of seeing the professional standard 'Enable learners to share responsibility for their own learning and assessment' (Welsh Government, 2023) in practise.

The use of technology that I observed within Lecturer A's session was a great example of seeing a teacher utilising contemporary technology to make their lessons more exciting but also to make the experience better for the students. As mentioned, the use of a collaborative digital mood board helped the learners to produce some really useful and valuable research. Throughout this lesson Lecturer A became more of a facilitator for the students learning, this is an idea that is discussed well within literature and theories surrounding education. 'A teacher is now a facilitator: a person who assists students to learn for themselves.' (Reece & Walker, 2007). This research best sums up what I observed within this element of the session and the way the learning was presented was the most effective and most certainly beneficial to the learners. I observed the lecturer allowing the students to navigate the work with each

other but while still offering support amongst challenging moments and providing questioning to push what they had learnt further leading to its ultimate success.

Conclusion

Through my professional observations I was able to witness a good range of teaching techniques covering a range of topics and abilities. The lessons were well organised and structured and there was evidence of planning being done before the session even if this didn't look like a traditional lesson plan. It was useful to see two very different teachers work in their own way and how they were both able to bring their individual skills and expertise to life through the teaching techniques they selected.

There were several things that I observed that I aim to take forward into my own practise. I enjoyed seeing the confidence of both lecturers and how they were able to facilitate learning in their classrooms in relaxed and collaborative way, this is something that I am going to practise within my teaching on placement and I will continue to challenge my development of these skills to best align with the Professional standards. Additionally, I want to upskill myself with different teaching techniques and use of different tools so that I am best able to suit as many of my learners' different needs. I want to think outside the box and find ways of changing techniques I may already use into more exciting and contemporary ideas. I am excited to start putting lots of what I have learnt doing these observations into practise.

Action Plan

Target	Specific Steps	Measurable What	Achievable How	Realistic Why	Time Bound When	Professional standard
Practise integrating different tech tools into my lessons	Research different tools that could be useful Upskill myself and learn how to use tools	Incorporate a new tool into my lessons Ask support on placement to give feedback on different ideas and talk with students about experience	Practise using the new skills Continue to evaluate what's different tools could be useful for	Important to have different teaching methods and techniques to give learners best experience	March 2026	Maintain and update knowledge of my subject(s) and how best to teach and assess them Critically reflect on own values, knowledge and skills to improve learning
Become more comfortable with facilitating learning and group work where students work independently	Continue to read and research about the benefits of student led learning Understand that teaching does not just mean talking in front of class and is also being in room and	Factor in more group work and independent learning into my lesson plans Find different types of group activities I can use	Teach lessons with more group work built in Become comfortable with facilitating	Important to have varied teaching approaches Important that students develop individual and collaborative skills	Next lesson plan/ lesson I teach	Build positive and collaborative relationships Enable learners to share responsibility for their own learning and assessment

	supporting learners					
Practise using formative assessment within sessions	Research different potential formative assessment strategies Practise trying out different ones in my lessons	Try a number of different formative assessment techniques throughout a couple of different lessons Find a TED talk that talks about formative assessments and how they can be utilised within HE classrooms	Practise teaching different sessions on placement	It is something that will be useful to me when I am qualified and to get the most out of my learners	Easter 2026	Maintain and update knowledge of my subject(s) and how best to teach and assess them

Word Count: 2,340

References

Bates, B., 2016. *Learning Theories Simplified*. 1st ed. s.l.:SAGE Publications Ltd.

Dewey, J., 1963. *Experience and Education*. s.l.:Collier Books.

Gibbs, G., 1988. *Learning by doing: A guide to teaching and learning methods*. s.l.:Oxford Brookes University.

Race, P., 2020. *The Lecturer's Toolkit*. Fifth ed. s.l.:Routledge.

Race, P. & Brown, S., 2025. *The Lecturer's Toolkit- A Practical Guide to Assessment, Learning and Teaching*. Sixth Edition ed. s.l.:Routledge.

Reece, I. & Walker, S., 2007. *Teaching, training & learning- A Practical Guide*. Sixth Edition Revised ed. s.l.:Business Educator Publishers Ltd.

Welsh Government, 2023. *Professional standards for further education teachers, work-based learning practitioners and adult learning practitioners in Wales*. [Online] Available at:

https://moodle.uwtsd.ac.uk/pluginfile.php/540162/mod_resource/content/4/Professional%20standards%20for%20FE%20%20WBL%20and%20ACL%20Practitioners%20-%20June%202023%20%28E%29.pdf

[Accessed 25th January 2026].

Appendix 1



Teacher	Joe Coleman (Lecturer A)
Date	9/10/25
Group	Photography in the Arts & Documentary Photography and visual activism (1st years)
Topic/Context	Composition in Photography
Notes on the lesson:	
• Recap and questioning students on knowledge covered in last session- going into specific details not making the questioning too broad- encouraged the class to shout out answers • Building the students confidence by rewarding correct answers with positive feedback • Checking in with how the students found the independent study task that they were set to complete in between previous session and this week • As they are first years checking in that they understand how the module works and how they can access Moodle and their assessment criteria etc. • Clear expectations set around the outcomes for the session and how this would benefit them going forward through this module • Worksheets handed out in class providing information to help guide them through the next section of the lesson which was an independent research task in the Mac Suite • Transition to Mac Suite and assisting students with logging into to their accounts and dealing with any immediate IT issues • Checking in with students understanding through questioning throughout session • Task: creating collaborative mood board using online software Mila Note • Beginning to integrate referencing skills embedded into task • Pausing task in room multiple times to check students are on task and there is understanding of what they are doing • Working with tech can cause obvious issues but diverting away from these and minimising disruption whilst simultaneously fixing issues • Encouraging peer learning throughout session • Some students required additional support using online platform • Ability to adapt lesson plan and upskill task for students who work faster or need the challenge • Continuously picking up specific examples and answers from students and rewarding them with praise for their contributions • Finished session by explaining how resources can be used in future studies • Recapping the learning and expectations for what they need to complete before next session	

What I have learned:

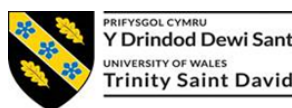
- Basics of compositional techniques
- Recapping is a very useful tool for engaging students in the lesson
- Working with technology can be a really great way to improve lessons but ensuring to have a back up plan if it doesn't work as expected
- Mila note is a great technology tool for creating collaborative moodboards
- As this was first year lesson it was good to see what level the lesson was pitched at and to be aware of how to change difficulty levels depending on students
- Allowing plenty of time for questioning means that students feel supported and are able to

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

- Ensure that I keep up to date with what technology best suits the topic I am teaching in order for my learners to have the best experience (Critically reflect on own values, knowledge and skills to improve learning, Maintain and update knowledge of my subject(s) and how best to teach and assess them)
- Ensure to well plan my lessons allowing time for the questioning and extra time to support my learners with the work set (Plan and deliver effective, learning, teaching and assessment)

Appendix 2

Teacher Observation Form



Teacher	Ryan Eynon-Moule (Lecturer B)
Date	9/10/25
Group	2nd Year Photography in the Arts and Documentary Photography and Visual Activism
Topic/Context	Site Specific Exhibition
Notes on the lesson:	
• Start with a recap of the previous lesson • Rewarding students who have submitted work- naming specific students in order to encourage class and provide validation • Explain how this work links in with the work they did at the end of the 1st year • Emphasis on positive feedback- picking out specific points of feedback • Academic ideas linked in with practical • Health and safety for the module introduced and integrated with the rest of the session • Signposting students to where they can get support with module eg sign ups for group tutorials • Has confidence in commanding the room • Constantly linking the practical with the theory- making sure the students understand why they are doing the work • Level skilled up compared to the lesson I observed in the morning with the first years • References to have using the archive can be useful for the students – teaching them how to use different local resources and researching skills • Humour and relatability being used in teaching style • Linking back to scheme of work setting very clear expectations for the students but still allowing them to develop their own plan in line with these – independent study • Split class into three groups- facilitating the learning • Finishing class by setting clear expectations and setting up the students well for the rest of the module	

What I have learned:

- Setting clear expectations of the student and explaining how this links in with module is very important and an effective hook for getting the learners attention
- Teaching does not need to be leading the class the whole time facilitating learner via group work can also be a really effective way of the students learning
- Bringing some humour and relatability to the session can help the learners feel more comfortable
- Even though these are second year students be sure to remind students on where they can find module information etc

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

- Ensure my expectations of my students are clear and that they are not met with any surprises as they go through the module (Demonstrate commitment to learners, their learning, safety and well-being)
- Don't be afraid to facilitate learning with students in groups (Build positive and collaborative relationships, Enable learners to share responsibility for their own learning and assessment)