



PORTFOLIO

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

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Programme: Postgraduate Certificate in Teaching in Higher Education (PG Cert THE)

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1. Statement on Teaching and Learning

In September 2022, I joined the UWTSD lecturing team and I have since been teaching on the all-online BA International Hotel Management programme (currently in teach-out phase; to be replaced by the on-campus Hotel & Hospitality Management programme) within the Academic Discipline of Hospitality & Tourism Management (Institute of Management & Health).

I did not have any previous teaching experience prior to entering my role, however, as an alumni of the BA/MBA International Hotel Management programmes at UWTSD and years of industry experience, I have a vast understanding of the programme and subject material (**K1**).

My teaching profile and academic roles over two academic years include the following:

- **Lecturer/Module Lead:** *Hospitality & Guest Services* (Level 4), *Foreign Languages & Cultural Awareness* (Level 5), *Sustainable Hospitality & Tourism Management* (Level 5), and *International Meetings Management* (Level 6) modules (**A1-4, K1, K2**).
- **Placement Tutor:** The support of Level 4 and 6 students on 10-week hotel placements; guiding them towards the successful achievement of their learning goals and completion of assessments (**A2-4, K3, V1, V2**).
- **Academic Misconduct Coordinator:** (since January 2024) Advising staff and students about and the prevention of academic misconduct, processing initial investigations and representing the discipline at formal meetings (**A4, K2, K6, V2, V4**).

My role as Module Lead requires me to design effective learning materials and assessments in line with intended learning outcomes (**A1, A3**). Learning support includes the maintenance of Microsoft Teams and Moodle pages as an effective e-learning environment for resources and student support (**A2, A4**), and the provision of continuous feedback in- and outside the classroom as an essential part of learning (**A3**). As Academic Misconduct Coordinator, I maintain the academic integrity of our institution (**K6**).

Balancing teaching responsibilities with research, administrative duties and professional development are challenging aspects of my role. Moreover, large class sizes, compressed teaching periods as a result of a strained HE sector and rapidly evolving technology, such as artificial intelligence, affect my practice (**V4**). Furthermore, accommodating students with different learning styles, background and abilities can make engaging each learner challenging at times, particularly in a virtual environment. My professional development needs therefore strive for creating more effective learning communities based on the latest scholarship on student engagement, some of which are outlined in this succeeding work (**A5, V3**).

To me, teaching is not just about imparting information; it is about fostering a passion for lifelong learning. I believe in nurturing a collaborative relationship with my students and making them the centre of learning (De Hei et al., 2015), guiding them on their academic journey while also learning from their unique perspectives and experiences (**K3, V1, V2**). Our student cohorts consist of a wide range of different learners with unique characteristics and needs, including different age groups, adult learners returning to HE exploring hospitality as a new career path and students with and without prior industry experience, contributing to a diverse and dynamic learning environment (**V1**). As a lecturer, I embrace innovation and adaptability, leveraging a variety of teaching methods and technologies to enhance an inclusive (digital) learning experience for all students (**K4, V2**).

Our younger learners tend to be more open to new ideas and experiences as part of their transitioning into adulthood and exploration of their interests and career paths. Our older learners, on the other hand, often bring a wealth of life and industry experience to their studies and have a stronger sense of self-direction and time management skills (Stoten, 2015), as they are balancing academic pursuits with work and family responsibilities (McCune, 2010). They tend to approach learning with a more focused and goal-oriented mindset, driven by a desire for personal and professional growth (Mitescu, 2014), which younger students can benefit from (Caruth, 2014). My goal as a lecturer is to make a positive impact and support our diverse learner profile in their career aspirations irrespective of their background or age (**K3, V1, V2**).

Overall, I adopt a constructivism teaching philosophy which “assumes that learning is a social process where individuals learn through interacting with other people”, according to Pritchard and Woollard (2010, p.23, in Bogнар, Gajger and Ivić, 2015). Since my learner profile consists mainly of mature students, an andragogic approach is most appropriate and valuable. As suggested by Knowles since the 1970s, education focusing on experience, self-directedness and problem-solving can have the most value for adults (Knowles et al., 2020). Unlike traditional classroom teaching which tends to overlook individual student needs (Biggs, 1999), my collaborative learning teaching methodology is student-centred (De Hei et al., 2015), which works well under the andragogical paradigm (Barabanova et al., 2020), as well as in the context of a teamwork-based career path like the hospitality industry (Marinakou, 2012) (**V3**).

In the context of its importance in hospitality education, experiential learning has become a passion of mine and subject to extensive research, both as lecturer and student. As part of my MBA dissertation entitled “*A Study to Critically Assess the Efficacy of Curricular Hotel Placements in the Context of Learning Theories within UK Universities – The Student Perspective*”, I researched the works of Kolb (1984) and other scholars, and adopt methods and findings on the values of experiential learning in my practice (**A5, V3**). Moreover, I intend

to continue adding to the existing body of knowledge through further study, including doctorate studies, in the long-term.

2. Micro-Teaching Session with Reflection

Link: [Microteaching Session-20240719_150626-Meeting Recording.mp4](#)

Reflection:

Reflecting on the feedback from my micro-teaching session, I received positive comments regarding the pace of lesson and the engagement strategies I employed. Online lectures are often criticised for their potential for cognitive overload (Costley, 2020) and difficulties in accommodating diverse learning speeds. The attendees appreciated the pace stating that they could follow along without feeling rushed or disengaged (**K3**), reassuring me that my planning and time management were effective.

I used evidence-informed approaches in the design of learning activities that are accessible to my learners (**A1, V1, V3**). One highlight of the feedback was the use of a case study discussion in which all attendees were invited to participate (**V2**). The attendees found this approach particularly engaging and beneficial for understanding the content (**A4**). By presenting a real-world scenario, I was able to make the material more relatable and applicable (**V1**), which facilitates deeper learning (Bao, 2020). This method also provided a practical context for the theoretical concepts, making the lesson more dynamic and interactive (**K2**).

Additionally, the feedback highlighted my strategy of asking questions throughout the session (**A2**). This interactive approach kept learners actively involved and encouraged participation. Whilst no specific questions were asked during or after the session, generally it would allow me to gauge my learners' understanding in real-time and adjust my teaching accordingly (Campbell and Mayer, 2009).

Overall, the feedback indicated that appropriate methods for teaching, learning and assessing were applied (**A1, K2**). My knowledge of the subject material was well-received by attendees (**K1**). The experience has been invaluable in reinforcing the importance of interactive and thoughtfully paced lessons for optimal learner engagement and comprehension. If I were to do something differently, I would include more opportunities for feedback (**A3**), recognising its importance for learning; however, the time available limited me in this regard. Generally, this could take the form of formative assessments to test knowledge and instant feedback generation using technology (Elmahdi, Al-Hattami and Fawzi, 2018) (**K5**). Going forward, I will continue to refine my strategies using the feedback at hand, ensuring that they remain integral parts of my practice (**K6**).

3. Teaching Intervention Cycle

Executive Summary

The purpose of this report is to provide a reflective account of a teaching intervention conducted during the Winter Term of 2024 for the *Foreign Languages & Cultural Awareness* module. The intervention aligns with the UKPSF 2011, primarily focusing on two areas of activity: **A1** and **A3**. Its main aim is to transition from a teacher-centred to a learner-centred teaching model by incorporating evidence-informed approaches such as formative assessments and Problem-based Learning into the curriculum. Historically, the module has struggled to achieve student learning outcomes and provide a positive student experience.

The intervention successfully increased student engagement and the value for students, as reflected in higher student performance and improved module evaluation feedback. However, challenges included initial resistance from students unfamiliar with Problem-based Learning and technical issues with implementing formative assessments like quizzes.

The report concludes with a personal reflection, noting the positive impact on my teaching experience following the intervention's success, and suggests applying these effective new teaching methods to other modules.

1. Introduction

Following a decision by Senior Management to make significant changes to the focus of the *Foreign Languages & Cultural Awareness* (Level 5) module, I was presented with the challenging task of redesigning the module and teaching delivery, requiring innovative strategies and methods. In the following, a reflective report of my teaching intervention will be presented. The intervention took place over the course of the Winter Term 2024 (January to April).

This reflective report examines the changes made to the learning activities and assessment methods for students (A1, A3), emphasising formative assessments and Problem-Based Learning (PBL). The intervention was designed to enhance student engagement and promote learning outcomes, and is in alignment with the UK Professional Standards Framework (UKPSF) 2011.

The UKPSF 2011 provides a comprehensive framework for recognising and benchmarking teaching and learning support roles within higher education (Advance HE, 2019). By mapping my teaching practice and intervention against this framework, I can ensure that my methods are not only effective but also adhere to nationally recognised standards.

The report will begin by outlining the background of the changes necessary to the module. It will then present the teaching intervention, along with its outcomes and impact on students. The report will conclude with a personal reflection and discussion of future implications for my practice.

2. Background

In September 2023, I inherited the *Foreign Languages & Cultural Awareness* module which I had taught in the previous academic year, and experienced as a student in 2019. This Level 5 (Term 1) module consists of two interdependent components with their own learning aims:

- **Foreign Languages** (75% weighting) – studying a foreign language (e.g. German, French, Italian, Spanish, Mandarin or Welsh) to enhance guest service experiences for the international visitor.
- **Cultural Awareness** (25% weighting) – developing cross-cultural understanding and competence in hospitality students.

The former rollout of the module adopted a teacher-centred approach where the lecturer took the role of the “transmitter of knowledge” and students acted as “receptors of information” (Alorda, Suenaga and Pons, 2011). In this context, the lecturer would cover a different language component (vocabulary, grammar, syntax) each week, and students were required to repeat taught content to the module tutor, and ultimately complete two summative assessments (a four-part portfolio and a 1,000-word report) at the end of the 10-week teaching period.

Following a decision by Senior Management to withdraw the language component from the assessments as well as reducing the teaching period down to eight weeks, my role as Module Lead required me to make adjustments to the module and I was given full responsibility in this (A1-4). Changes were necessary because it was found that learning outcomes were not met. Student engagement was poor due to the repetitive nature of the lecture, and it was observed that students would resort to using platforms like Google Translate for the completion of their assignments.

In the Autumn Term of 2023, I commenced incorporating increased **Cultural Awareness** elements into the curriculum, in light of its importance in hospitality education (Grobelna, 2015) (**K1**). The development of critical thinking, problem-solving and soft skills (emotional intelligence) became the focus of learning for students, in line with research findings in this field (Rivera Jr. and Lee, 2016), and assignments were adjusted to reflect this. In other words, the **Cultural Awareness** component now reflected 75% weighting of the module. Students continued studying a **Foreign Language** (in my case German) alongside this but at a condensed rate, using the language and associated country (Germany) as a case study example to illustrate the importance of and develop cross-cultural understanding (**A1**). Summative assessments in the studied language were replaced by assignments focusing on the benefits of multilingual skills in general and an evaluation of learners' intercultural competence abilities (**A3**).

The student experience increased in the process, though I also noted a decline in performance in summative assessments. Initially, this was believed to be the result of more sophisticated assignment tasks and requirements, expecting students to undertake reflective practice which they had not previously done at second-year level (Level 5). End-of-term discussions with students and module evaluation feedback further revealed that students had struggled significantly with reflective practice and critical thinking (**K6**). The lack of in-class exercises in preparation for assignments was named as the main reason.

Evidently, I initiated positive change in the design of a module that is supported by evidence-informed approaches (**V3**) and mapped against industry and university standards in the subject area (**V4**). Nevertheless, I also recognised that improvements were needed in order to promote learning outcomes and create value to my students, and demonstrate my commitment to domains **V1** and **V2**. These findings are used as the foundation of my succeeding teaching intervention (Winter Term 2024).

3. Teaching Intervention

3.1 Alignment with UKPSF 2011

The teaching intervention's aim was to shift towards a more learner-centred model by integrating formative assessments and PBL into the curriculum. Formative assessments were used to provide continuous feedback, enabling students to identify their strengths and areas for improvement. PBL activities were introduced to develop critical thinking and problem-solving skills as well as collaborative learning (Guo et al., 2020).

The main areas of activity addressed in this intervention are:

- **A1 – Design and plan learning activities and/or programmes of study** – The introduction of PBL and formative assessments required careful planning to ensure they were effectively integrated into the curriculum.
- **A3 – Assess and give feedback to learners** – The use of formative assessments provided ongoing feedback to students, enhancing their learning experience.

This reflective report meets the UKPSF 2011 in the following ways:

- PBL was selected as an appropriate method to engage students and develop their skill sets (**K2**).
- The intervention was informed by research about the effectiveness of formative assessments and PBL (**V3**).
- Accessible, inclusive learning activities catering to a wide range of learner profiles were developed (**V1, V2**).

3.2 Research and Planning

Prior to designing more effective learning activities (A1) and assessment methods (A3), I began by conducting research on contemporary teaching strategies in hospitality education, with particular focus on cultural awareness (A5, V3). Research included the review of scholarly articles, education journals and case studies to understand the latest trends and effective practices in student evaluation, the consultation of colleagues on sharing best practice examples from their teaching practice, and draws on study findings of my MBA dissertation on the efficacy of curricular hotel placements which suggests that more needs to be done post-placement to solidify student learning (Bassler, 2023).

Research findings indicated that PBL can promote deeper understanding and retention of knowledge (El-Shaer and Gaber, 2014). Moreover, providing learners with an opportunity to participate in real-world problem-solving is considered beneficial in the development of transferable skills (Guo et al., 2020). This is particularly relevant in hospitality education (Marinakou, 2012). PBL requires teachers to take the role of the facilitator rather than the traditional sharer of information (Pourshafie and Murray-Harvey, 2013), which was one of main aims of the intervention (*see 3.1*).

Furthermore, a study by McCallum and Milner (2021) found that formative e-assessments increases student engagement and learning by encouraging further independent study. As suggested by Nicol and MacFarlane-Dick (2006), the use of multiple low-stakes assessments with instant feedback generation can foster student progress. The aim to close the feedback loop between current and desired student performance is seen as the key to student success for more high-stakes assessments.

Based on my research, I developed a comprehensive plan that integrated diverse assessment methods tailored to different learning styles (**V1**). This plan included regular quizzes and reflective writing exercises, intending to present students with personalised feedback which can assist them in the preparation of their summative assessments. By incorporating a variety of different techniques, I can ensure that the individual needs of a wide range of learners is catered to (**K5, V1, V2**).

Google Forms was used to design a range of low-stakes quizzes due to my previous experience with this platform. I began by setting up a Google Form for each quiz, designing questions that covered key concepts from lessons. The platform's diverse question types allowed me to assess different aspects of student understanding effectively. To ensure the quizzes' effectiveness, I designed a pilot version and asked other module tutors for completion to test these in a controlled setting. During the process, adjustments to the quizzes were made where necessary.

3.3 Implementation

Using my students' Level 4 hotel placement experience as the basis, I developed and implemented a set of in-class exercises focusing on PBL. Students were given a range of different problems related to the taught content revolving around cross-cultural understanding (**K1**), and were tasked to resolve them individually or as small groups. Wang, Yang and Yang (2024) found that a team-based learning model works well for teaching intercultural awareness in online or blended environments. The in-class exercises were tailored to the students' summative assessment which required them to produce a four-part portfolio on intercultural competence using their Level 4 placement hotel as a case study.

As suggested by Kolb (1984), active engagement and reflection are essential for solidifying learning. By integrating my students' hotel placement experiences (completed prior to entering Level 5) into my learning activities, I can encourage students to revisit and reflect on these experiences rather than perceiving them as isolated events. Consequently, theoretical concepts from my module can be directly applied to their own experiences, positioning the students at the centre of learning (**A4, K3**).

Most of my students are non-native English speakers who moved to the UK from other countries prior to enrolling for the programme. Throughout the module, students were encouraged to share their cultural backgrounds and knowledge with the rest of the class to add to the group discussions and activities. This became particularly relevant in two cases of students who did not complete the Level 4 hotel placement for reasons outside of their control; my attention therefore shifted on their cultural backgrounds and other life and work experiences to ensure they felt included in the classroom discussions, including assessments (**V2**).

Additional non-compulsory exercises were created and made available to students on Moodle, targeting those who prefer conducting independent study outside the lecture setting (**V1, V2**). The provision of personalised feedback was offered to students upon completion of these tasks.

Furthermore, formative assessments were included into the taught content. In order to be successful, students must be able to regularly assess their own progress and learn how to seek feedback from others (Manion, 2022). For example, I incorporated regular low-stakes quizzes at the beginning of lectures to monitor student progress from previous weeks without the pressure of high-stakes testing (Mogboh and Okoye, 2019). Google Forms' automatic grading feature was particularly useful for instant feedback generation. For objective questions, I set up answer keys, enabling instant feedback for students upon submission. This immediate feedback helped students identify areas for improvement right away, reinforcing learning promptly (**K2-4**). Additionally, Google Forms' data analysis tools helped me to monitor overall class performance. The summary of responses provided visual insights into common areas of difficulty, allowing me to adjust my teaching strategies accordingly (**A4, K5**).

3.4 Outcomes and Impact

3.4.1 Positive Impact

The teaching intervention has significantly influenced my students' learning experience and outcomes. By incorporating formative assessment methods and interactive learning strategies, several notable impacts have emerged.

Firstly, student engagement has markedly increased. The introduction of varied formative assessments has created a more active learning environment, as suggested by research (McCallum and Milner, 2021) (**V3**). Students were more involved in their learning processes, actively participating in discussions, and demonstrating greater enthusiasm for the subject matter.

Secondly, the emphasis on collaborative learning activities has enhanced critical thinking and teamworking skills. Students became more adept at working in groups, solving complex problems collectively and articulating their ideas clearly. These skills are not only vital for academic success but also for their future employability in the hospitality industry (Marinakou, 2012). This was also reflected in their performance in summative assessments which had increased from the previous term (**A3**).

Moreover, my diverse learner profile (*see 1. Statement on Teaching and Learning*) felt catered to. By using diverse formative assessment methods, I managed to promote a more inclusive learning environment (**V1**). Students with different learning styles and strengths have had the opportunity to excel, in and outside the classroom. This inclusivity has contributed to a more equitable classroom where all students feel valued and capable of achieving their potential (**V2**).

All in all, students provided positive feedback on in-class learning activities in end-of-term discussions (**K6**), appreciating the opportunities for continuous feedback, and suggesting that the value of my teaching and student learning in general had increased (**A4**).

3.4.2 Negative Observations

Despite the positive outcomes, I observed some notable negative aspects. Firstly, some students initially lacked motivation to participate in in-class exercises. Additionally, there were instances where students did not comprehend the purpose of an exercise. It was apparent that my learners were accustomed to traditional lecture-based teaching from their Level 4 studies. To address this, I may need to provide clearer explanations and support to help students adapt in future iterations of the module (**K3, K6**). Unequal participation among the student group was also observed, and the anonymity of the virtual learning space sometimes made it difficult to engage all students (Edmunds and Gulliver, 2022). On a positive note, as the term progressed and more in-class exercises were conducted each week, student engagement increased gradually.

The implementation of formative assessments and PBL was heavily dependent on digital tools and platforms. Technical issues disrupted learning activities, leading to frustration among students. For example, some students struggled to access my first online quiz using the provided link or when logged out of their student Microsoft accounts, an issue I had not anticipated. To address this, I plan to enhance my technical expertise and consider changing the platforms used to establish a more inclusive learning community (**V1, V2**). Consequently, I intend to engage in continuous professional development opportunities in the future (**A5**).

3.5 Reflection

Transitioning from a teacher-centred to a student-centred approach significantly transformed both my students' and my own teaching experience. In the past, I dominated classroom discourse, delivering lectures while students passively absorbed the information (Alorda, Suenaga and Pons, 2011), or had them repeat language elements at my command. This approach made teaching exhausting and, at times, unpleasant, especially since each online lecture lasts nearly four hours. Furthermore, preparing lectures to fill these hours often surpassed my available resources and constrained my time for other teaching duties and my new role as Academic Misconduct Coordinator (**V4**).

Now, I create a more interactive and collaborative learning environment, placing my students at the centre of the learning and teaching process. My own spoken input has significantly decreased, which is a positive change (**A4**). This allows me to use the time when students interact with each other to assess the effectiveness of these activities and make necessary adjustments for future lectures (**K5**). This shift has also inspired me to design new activities for other aspects of my job, including different modules and my responsibilities as a Placement Tutor (**A1**).

Nonetheless, I underestimated the effort involved in planning and implementing the new methods. Creating effective PBL activities and maintaining consistent and fair formative assessments required significant effort. However, the positive outcomes validated the time and energy invested, and gradually introducing the new methods, limiting them to one or two per lecture, proved beneficial. Additionally, I believe that the experiences and knowledge gained will inform future iterations of the module, making it considerably less resource-intensive moving forward.

Although I recognise the value of these exercises, finding the right balance within an already packed curriculum is a continuous challenge. I sometimes struggled with time management when incorporating in-class exercises, particularly those related to reflective practice. It was difficult to balance the need for students to critically reflect on their learning experiences considering the large class sizes and with the limited time available in each lecture.

The integration of formative assessments and PBL into my teaching methods aligned well with my teaching philosophy, which is grounded in constructivism and andragogy. It emphasises learning as a social and interactive process which is particularly suitable for mature students (Knowles et al., 2020). Overall, the intervention has been a transformative experience that has enriched my teaching practice and underscored the importance of continuous improvement and adaptability in education. This experience taught me that unilateral approaches to teaching may not always be effective. Adaptions are necessary to achieve different learning outcomes for students. In the context of hospitality education, the development of transferable skills should be the main focus of study (Guo et al., 2020) and a teacher-centred approach is no longer sufficient in this context (**A4, K2, V1, V2**).

Considering my upcoming new module, *Sustainable Hospitality & Tourism Management*, which is also a Level 5 module, I believe similar teaching methods could be beneficial. Although I do not have the same autonomy in the design of the module as a Module Tutor, I intend to liaise and share my experiences with the Module Lead to potentially implement similar strategies in the module (**K6**).

4. Conclusion and Future Implications

In conclusion, incorporating formative assessments and PBL has positively influenced both my students and my own teaching (**A1, A3**), indicating significant future benefits for my practice and broader educational environment. The alignment with the UKPSF 2011 is evident in the improved design and delivery of the curriculum, and the intervention's aim to shift towards a more learner-centred model was achieved. The intervention's success highlights the importance of using evidence-based teaching and learning approaches (**V3**).

Going forward, these methods will continue to shape a more interactive and student-centred classroom. Continuous refinement based on student feedback and emerging educational research will be essential for maintaining their effectiveness (**K5**). Additionally, this intervention provides a foundation for application to other modules in the future. For future implementations, I would consider the following actions:

- Engage in professional development opportunities to stay updated on the latest research and best practices in formative assessments and PBL (**A5, V3**).
- Quality assurance: Refine PBL activities and formative assessments seeking students' feedback and input (**K3, K6**).
- Work with other educators like colleagues to share insights and strategies (**A5, K6**).
- Integrate new technologies that can support a learner-centred approach (**K4**).
- Investigate new methods for designing inclusive learning activities that comply with the Equality Act 2010 (Florian and Pratt, 2015) (**V1, V2**).
- Continue to reflect on my teaching practice, using this reflection to make informed adjustments (Campbell and Norton, 2007).

4. Teaching Observations

4.1 Teaching Observation 1 (Practice Advisor)

PGCert tHE OBSERVATION FORM



Details of the Observation	
Observee	*Lisa-Marie Bassler
Practice Advisor / Expert peer observer	Kathryn Flynn
Date of the Observation	24 th of January 2024
Campus / Location	Online Delivery
Date, Time, Duration	24/1/24 – 9-1pm
Subject Speciality	Foreign Language and Cultural Awareness Module
Type of activity	Level 5

Teaching/Support preparation [A1: Design and plan learning activities]

i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.

Comments

Following the delivery of an online lecture with Level 5 students by Lisa Bassler, I was given access to review this lecture and to provide feedback as part of the PG CERT observation assessment.

The session reviewed was run over the course of the full morning (9am – 1pm) and delivered to Level 5 students on the International Hotel Management Programme. The lecture was a mix of teacher focused ‘lecture’ delivery and student focused engagement / activity. As like the other sessions that I have reviewed that Lisa had delivered, it was again evident that much preparation had gone into the collection of materials / research. (A1, A2)

The primary form of delivery for the session was through the use of Powerpoint and student led activities and group discussion. Powerpoints were effectively used to share information (K4). The slides proved to be very well organised and put together and were clearly explained as to content and context.

As this was a Level 5 / second year cohort, time and attention was given to the group, making sure they fully understood the content. Regularly, Lisa asked if there were any questions from the student group. In addition there were frequent review and recaps to reinforce the material covered (A4).

Teaching [A2: Teach and/or support learning.]

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.

Comments

Lisa started the session by reinforcing with the students the previous week's topic work. All students were happy with this review and communicated well with Lisa, responding to her questions. A good tool used to recap on the previous week's work covered, was through a Quiz. Lisa gave ample time for the quiz to be completed and then reviewed the answers, allowing students to provide input. (K2)

Further information noted at the start of the lecture was centred on the first assignment. Lisa clarified information on the set assignment task. She explained / recapped this well and talked about the wider issues concerning the assignment linked to UWTSD policy such as Unfair Practice and signposted students to the University Regulations and Study Support (K6).

Following recaps at the start of the lecture, Lisa then moved into the main lecture content. Lisa was very clear in her instructions at the start of the lecture. She outlined in detail the focus for the session – aims and objectives. There were a range of specific questions, as to the weekly topic from the student group, that Lisa responded to well. (K2)

The topic being covered focused on “Regulators of Human Life” (Week 3 of Module ‘Foreign Languages and Cultural Awareness’) - - with a focus on Language and Culture. Lisa demonstrated a strong knowledge in this area (K1). Throughout the course of the lecture a range of cases / theories were covered. As is always the case within large student groups, there were differences in understanding of the topic, and Lisa demonstrated awareness of this and explained the content very well. Opportunities for questions were given and time was allocated to explain and reinforce points raised / noted. Where there were challenging questions, Lisa responded clearly. Lisa also encouraged students to contribute with their own cases / experiences. Lisa was very supportive and encouraging to the students that shared their views and opinions. Overall, during the lecture, it was felt that pace and style was appropriate to the audience.

Teaching aids used included; Powerpoint / websites. Information for the students on Powerpoint was clear. Occasionally the Teams screen was switched to show key websites – industry specific / UWTSD Moodle....which added extra information / value to the session (A5, K6). However the primary delivery of the lecture was via Powerpoint. (K4)

At the end of the session, there was a recap, and from this it was evident that all objectives for the lecture had been addressed.

During the lecture, it was felt that there was a good balance between theoretical content (information slides) and practical activity.

Effective Learning Environments [A4:Develop effective learning environments and approaches to student support and guidance.]

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.

Comments

Overall, group participation and engagement was adequate. Being a second year (Term 1) student group, it can be challenging to get all students to contribute and engage, due to differing levels of knowledge and confidence, however Lisa coped well to try to enthuse and encourage all learners - eg; through Group Discussion Activities, Quizzes / Q&A..... It was felt that the teaching environment was a positive and supportive one (K3, K5).

There was much information provided during the session. Content proved versatile, addressing all needs. Powerpoints were also made available to the student group following the session on Moodle. On times, possibly information overload through slide content, however I understand that there is much detail to cover within each session. Overall, I felt that Lisa was effective in making sure that all modular session objectives were covered and provided appropriate recap guidance / reinforcement. Students were regularly given opportunities to ask questions if they were confused and they were also encouraged to contact Lisa outside of the lecture / tutorial if additional help was needed.

There were no behavioural issues in the class when Lisa was teaching. Students were mindful of when they could ask questions and contribute ‘live’ in the class.

Overall, Lisa was effective in her style of teaching.

Assessment [A3: Assess and give learners feedback]

i.e Formative/summative assessment examples, Question and answer technique. Other evaluation procedures, class management, instructions to students.

Comments

As noted above, there were no issues of class management / behavioural issues..... Lisa proved to be assertive during the session, appropriately taking control of the class and following set tasks and key modular objectives, as outlined at the start of the session.

Students were briefed on the assessments for the module and these were clearly explained (summative assessment). During the class there were general formative assessments (eg; Recap Quizzes / Q&As), these kept the student group focused (**K5**). Where questions were posed, in the responses given by students, Lisa would probe further for answers.

It was clear that much thought and planning had gone into the session and due consideration had been given to the balance between theory content and student practical discussion. (**A1, A2, A4...**)

The session proved really interesting and explained very well.

Core Knowledge

- Subject knowledge
- Teaching methods
- Student learning
- Learning technologies
- Evaluation
- Teaching effectiveness
- Quality assurance

Comments

The level of detail was high. I understand that Lisa has covered this module previously, and therefore she was very confident in her delivery (**K1**). In terms of quality assurance (**K6**), lecture content strictly followed the programme validation document – *adhering to Learning objectives / outcomes*. This was reinforced in the review of the modular handbook and assignment recap at the outset of the lecture.

Tools employed to impart the information to the student group were appropriate. PowerPoint was effectively used - a range of slides incorporating text / images were included (**K4**).

With reference to more detailed theory / cases / points, regular stops were made for questions to be addressed and information to be reinforced (**K2, K5**).

It was evident from the way that the session was structured and delivered, that the skills having been taught as part of the teaching qualification (PGCert) were being observed and put in to practice (**K6**).

Professional values

- Respect for learners
- Promote participation
- Evidence informed approaches
- Wider context of HE

Comments

Lisa used a range of resources to delivery her session - evidence of reading and research to compile the lecture notes (**V3**). She explained all very well and actively encouraged participation through the means of discussion / engagement.

Examples of good practice:

Lisa presented very confidently and professionally (*appropriate use of voice and body language when presenting*). The presentation objectives were clearly noted at the start of the presentation and recapped at the end. Information was clearly explained, and where needed, opportunities were given for students to ask questions. All questions were positively received and responded to in detail.

Teaching aids were appropriate – use of Powerpoint / Websites.... Lisa completed the session professionally via Teams (Online Delivery). Formal delivery style was adopted when presenting slides, and when Q&A / activities took place, a more informal approach was taken. This style worked well with a level 5 student group and particularly with a diverse student group (differing abilities and knowledge of HE) (V1, V2, V4)

Action points / Consideration for Future Practice:

- 1) Displaying less Powerpoint slides. During the presentation, there were many slides covered. It is appreciated that there is much content to be delivered, but perhaps there are alternative ways to share information. However I understand that through the use of slides that this is often the best way to deliver when in an online class.
- 2) Providing greater opportunity for Break-Out Discussions. Whilst there were plenty of opportunities for larger group engagement / discussion / Q&A, possibly there could have been increased opportunities for small break-out room based exercises – both independent and group. Being a long four hour taught session, having opportunities for break-out activities may help productivity / understanding.

Observer : Kathryn Flynn**Date : February 2024****Observee : Lisa-Marie Bassler****Date : February 2024**

Reflection

Based on the feedback provided, I identify training needs in the development of my pedagogical skills, more specifically in learning about innovative teaching methods and strategies (**K2**), as well as the effective use of learning technologies (**K4**), to work towards a more dynamic classroom environment (**V1, V2**). This will require my increased engagement with evidence-informed approaches and the outcomes of research, scholarship and CPD (**K3, V3**). Following the observation, I plan to engage in relevant CPD over the summer period to address these needs (**A5**). Moreover, I believe that further observations of teaching colleagues beyond the requirements of this course can further benefit my own teaching practice.

The observer highlights my strengths in the taught material (**K1**), though suggests a more effective use of teaching materials/ content delivery methods (**K2, K4**) (*Action Point 1*). In line with UWTSD's published guidance for the use of generative AI in learning and teaching for the new academic year 2024/25 (UWTSD, 2024), I plan to utilise the training material provided to learn more about how I can use AI tools for my own teaching practice (**K6**).

For example, knowledge in this area could help me in the design and planning of learning activities (**A1, K4**), such as the redesign of lecture slides (PowerPoint) or use of new teaching delivery methods, and subsequently increase their effectiveness for my learners (**A4**). Moreover, it was highlighted that student engagement could be increased by including more opportunities for smaller group exercises (*Action Point 2*). By drawing on the pedagogical ideas of problem-based learning (Epler and Jacobs, 2022), I can embed more effective learning activities that can be conducted in small groups using Microsoft Teams' Breakout rooms and work towards a more dynamic classroom environment (**V1, V2**). Research by Marinakou (2012) suggests that PBL activities work well in hospitality-related subjects as they develop critical thinking and problem-solving skills in students which they can apply to their careers.

As of 19th July 2024, I engaged greatly with the CPD learning material provided by the Nexus Learning & Teaching Café (*AI in our Practice*) and Moodle (*AI Learning Community*), including the completion of a *LinkedIn Learning Certificate* and relevant *UWTSD AI Guidance Learning and Teaching* (UWTSD, 2024) (A5). This has helped me in the accomplishment of **Action Point 1**. With regards to the realisation of **Action Point 2**, I attended a webinar on student engagement for 2024/25 (*see 5.3 for further information*) (A5).

4.2 Teaching Observation 2 (Practice Advisor)

PGCert tHE OBSERVATION FORM



Details of the Observation	
Observee	Lisa-Marie Bassler
Practice Advisor / Expert peer observer	Kathryn Flynn
Date of the Observation	9 th of February 2024
Campus / Location	Swansea Business Campus
Date, Time, Duration	9/2/24 - 10-12pm
Subject Speciality	Experiential Learning - Placements
Type of activity	Staff Development Delivery Session

Teaching/Support preparation [A1: Design and plan learning activities]

i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.

Comments

On the 9th of February, Lisa run a staff development session for the full staffing team within the School of Hospitality and Tourism, focusing on “Experiential Learning – Placement Case Study Focus”. The session took place over the course of the morning taking around 2 hours. It was evident that much preparation had gone into the session. The primary form of delivery for the session was through the use of Powerpoint and team discussion.

Powerpoints were very well organised and put together and were clearly explained – content and context (A1, A3). It was evident that significant thought and planning had gone into the level of information to be covered and delivered. To ensure full understanding within the teaching team, Lisa would regularly stop in the presentation to ask questions to check clarity and reinforce within the group.

Teaching [A2: Teach and/or support learning.]

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.

Comments

At the outset of the session, Lisa outlined the topic being covered, which was focused on *placement / vocational opportunities for students and how best to incorporate experiential learning into teaching and programmes*. Lisa demonstrated a strong knowledge in this area, as the basis of her research was centred around the completion of her recent MBA Dissertation **(A5, K1, V3)**. Whilst all staff were aware of placement and vocational opportunities, there were some differences in the levels of awareness and understanding, dependent on which vocational modules staff had taught on, and also if they were newer members of staff to the IHM programme. Lisa covered the content very well, addressing the differences in staff knowledge. Pace and style was therefore appropriate to the audience **(A2, V1, V2, V3)**.

Teaching aids used included; Powerpoint, through use of an Interactive Whiteboard **(K4)**. The session was to provide information to staff and so the use of Powerpoint was appropriate. Questions were encouraged, especially at the end of the presentation, which allowed for reinforcement. At the end of the session, there was a recap, and from this it was evident that all objectives for the session had been addressed. In addition to the final Q&A session, Lisa also gave staff the opportunity to speak with her on any further matters.

From later discussions with Lisa, I understand that there should also have been an evaluative team based review exercise for staff to undertake to further reinforce content, however unfortunately the session needed to be cut short to accommodate a briefing by the Academic Director.

Effective Learning Environments [A4:Develop effective learning environments and approaches to student support and guidance.]

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.

Comments

As this was a staff based session, group participation and engagement was high and as a result the teaching environment was a positive and supportive one for Lisa when delivering.

Due to the comprehensive detail provided by Lisa in the session, attention and interest was high. Staff were engaged with the content, listening and asking questions. Where questions were asked, these were responded to appropriately by Lisa **(A2)**.

As the session delivery was aimed at internal staff members, Lisa was effective in adjusting her style of teaching. Content proved versatile, addressing all needs. Powerpoints were also made available following the session on the staff platform **(K6)**.

During the presentation, there were a few staff members that arrived late and / or had to leave the presentation mid-way, Lisa coped with this well, providing brief recaps and was not distracted in any way.

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 students.</i>
Comments Due to the session provided being part of staff training, there was no formal assessment method. As noted above in the earlier sections, understanding was gauged through Q&A. As a staff member involved in the training provided by Lisa, I was very happy with the content and found the detail easy to understand for possible implementation in my area of teaching (A1,2,3,4).
Core Knowledge • Subject knowledge • Teaching methods • Student learning • Learning technologies • Evaluation • Teaching effectiveness • Quality assurance
Comments The level of detail was high. Clearly from the completion of an MBA dissertation which the content for the training was taken from, this had provided Lisa with a solid foundation of knowledge. The findings / information from Lisa's research was disseminated professionally and with clarity (A5, K1, V3). Tools employed to impart the information to staff, were appropriate. PowerPoint was effectively used - a range of slides incorporating text / images / research data was included. It was interesting to see a range of information being included in the presentation – ie; use of comparative studies / data.... Comparative data was discussed with regards to placements and vocational experience at UWTSD and other universities (V4). With reference to case studies / data collated, regular stops were made for questions to be addressed and information to be reinforced (A1, 2, 3, 4) It was evident from the way that the session was structured and delivered that the skills having been taught as part of the teaching qualification (PGCert) were being employed.
Professional values • Respect for learners • Promote participation • Evidence informed approaches • Wider context of HE

Comments

Lisa used a strong evidenced based approach to her teaching session, from previously undertaken research as part of her Masters dissertation **(A5)**. She explained all very well and actively encouraged participation through the means of discussion / engagement.

Examples of good practice:

Lisa presented very confidently and professionally (*appropriate use of voice and body language when presenting*). The presentation objectives were clearly noted at the start of the presentation and recapped at the end. Information was clearly explained, and where needed, opportunities were given to staff to ask questions **(K2, K3)**. All questions were positively received and responded to in detail. As already noted, Lisa also gave staff the opportunity to speak with her further about the topic following the session.

Teaching aids were appropriate – use of Powerpoint / Whiteboard. Lisa completed the session in a formal style – delivering the information from the front of the classroom, displaying information on an interactive board. The session became more informal when all slides had been covered, where there were then opportunities for discussion.

Evidence / Coverage of key UKPSF Standards during the Session.**Action points / Consideration for Future Practice:**

- 3) Displaying less Powerpoint slides. During the presentation, there were many slides covered. I appreciate that some of the slides were including data collected and needed to be displayed on screen, but for more generic information, slides could have been reduced.
- 4) If the session had been longer and had not been cut short, there could have been an opportunity for staff to come together in groups to evaluate the session and to consider where Lisa's content could be specifically introduced into teaching / programmes. I understand that this was Lisa's plan, however due to restrictions in time, this was not possible. Ideally, this will be a follow up staff development session for when next re-validating.

Observer : Kathryn Flynn**Date : March 2024****Observee : Lisa-Marie Bassler****Date : March 2024**

Reflection

My knowledge of the subject material and methods of teaching and learning employed were well-received by the observer (**K1, K2**). Prior to the session, I had actively thought about who my audience is and aimed at tailoring visualisation of data, as suggested by Rheingans et al. (2020), and teaching and delivery to them. The use of an interactive whiteboard was identified as the most effective and inclusive method available to me in the allocated room (**K4, V1, V2**). Unlike my usual audience – students who are new to a subject, this audience consisted of peers with expertise in the subject material, suggesting the need for more sophisticated and interactive discussion on the wider implications of the subject material as opposed to the delivery of basic theoretical concepts at entry level (**A4, K2, V4**).

As I usually teach online using Microsoft Teams, I found standing in front of a classroom a particularly challenging experience for me. This was reflected in my level of nervousness prior to and during the session. Additionally, I encountered new challenges previously unknown to me, such as in-class disturbances (people physically coming/going mid-session), requiring instinctive approaches like the provision of recaps to ensure equal understanding of content (**V1, V2**).

As per the review by Imran et al. (2023) on studies concerning face-to-face (f2f) and online delivery modes, it is evident that each come with their unique challenges, and forms of blended learning are expected to be the norm in the future. In light of my transitioning to f2f as part of the roll-out of our new programme, I am in need for taking proactive steps for development in this area. As highlighted in *Action Point 3*, I was unable to complete an exercise. For this reason, I plan to hold another session in the near future to help me build professional confidence.

Following the feedback, I also engaged with research in this field (**A5, V3**). Interestingly, academic literature on the transitioning from online to f2f delivery (compared to f2f to online during COVID) is scarce. For this reason, I intend to attend in-person lectures of my colleagues to learn from their practice. Moreover, I will use the knowledge from this feedback to further enhance my online teaching practice. An increased use of recaps may be beneficial to my learners who, as with f2f delivery, may arrive late/leave early, though this may be less apparent online (**V2**).

4.3 Teaching Observation Report (Student)



Details of the Observation	
Observee	Kathryn Flynn (Practice Advisor)
Date of the Observation	12 th of February 2024
Campus / Location	Swansea Business Campus / MS Teams
Date, Time, Duration	20/2/24 / 9am-1pm / 4 hours (recorded)
Subject Speciality	International Meetings Management
Type of activity	Event Theming / Use of Technology

Kathryn commenced the lecture with a recap of last week's content by uploading questions into the chat box for students to answer in breakout rooms, followed by provision of feedback (**A3, A4, K4, K5**). She provided a clear overview of the lecture's objectives and agenda, setting a positive tone for the class. The lecture content was well-structured and aligned with the course syllabus, demonstrating careful planning and preparation (**A1, K1**). The lecture ended with a summary and Q&A session (**A3, K5**).

I experienced a variety of instructional strategies to engage students throughout the session, such as asking open-ended questions (**A2, K2**). Kathryn's student-centred, enthusiastic delivery and engaging demeanour fostered a supportive learning environment, promoting student interaction and dialogue (**A4, V1, V2**). I particularly liked how she encouraged individual students to answer questions, even if mistakes were made in the process.

Furthermore, Kathryn utilised multimedia resources effectively to enhance learning experiences (**K4**). Visual aids (slides, figures/graphs/tables and videos) were used to supplement verbal explanations, catering to different learning preferences (VARK) and enhancing comprehension (Fleming, 2012) (**V1-3**). Additionally, she shared relevant real-world examples and case studies, partly from her own experiences with events, illustrating the practical applications of theoretical concepts around event planning/delivery, and enriching the learning experience (**K1, V4**). Some students encountered issues with accessing MS Teams. The issue was mitigated by allowing students to access the lecture via phone for instant resolution (**A4, V2**).

Upon reflection, I identified opportunities to improve student engagement and comprehension for my own teaching practice. Drawing on principles of student-centred instruction (Green and Harrington, 2020) and active learning (Børte, Nesje and Lillejord, 2023), I believe that incorporating more collaborative activities, such as small group discussions, could foster deeper engagement and facilitate peer-to-peer learning. I particularly liked how Kathryn assessed student learning from the previous week by incorporating breakout group activities to gauge understanding and provide immediate feedback (**A3, A4, K4**). I have not previously used this method, but found it useful for evaluating the effectiveness of teaching (**K5**).

By scaffolding the content and providing opportunities for students to apply concepts in real-world scenarios, I can promote a more meaningful understanding of the subject material (**A1, K1, V4**). Additionally, incorporating formative assessment strategies, such as progress tests, could help gauge student understanding throughout the session and inform instructional adjustments as needed.

Through reflective observation, other opportunities for improvement of my own practice have been identified (Ashwin, 2020), including optimising pacing, diversifying instructional methods (**K2, K3**), and enhancing accessibility and inclusivity (**V1, V2**). When eliciting answers, I plan to push students to develop and justify their answers more. I identified a tendency to ask only closed-ended questions in myself compared to the observee, or helping students rather than asking more refined questions, often due to feeling uneasy with having silence in the classroom. This can help students develop critical thinking skills (**A2, A4, K3**).

At times, when Kathryn was visible, I witnessed how students appeared more engaged as when her camera was switched off during presentations. For this reason, I intend to increase my own visibility not only in lectures but also pre-recordings. Follow-up reading on this subject found that lecturer's visibility fosters student engagement and is generally favoured by students (Korving, Hernandez and De Groot, 2016; Peimani and Kamalipour, 2021). Conversely, lecturers who find their students engaged are found to provide better support (Brandmiller, Schnitzler and Dumont, 2023).

All in all, my teaching observation experience was an educational one. By leveraging strengths and addressing areas for growth, I can continue to enhance my (online) teaching practices, ultimately contributing to enriched learning experiences and student success in the digital age (**A4, V1, V2**).

5. (3) CPD Events – Reflections

5.1 IoH in Conversation: Hospitality, the Link between Learning and Industry

The Institute of Hospitality (IoH), a professional body for (aspiring) managers working and studying in hospitality, holds monthly networking events under the name of “IoH in Conversation” (Institute of Hospitality, 2024). On the 18th of April 2024, I attended an event entitled *Hospitality, the Link between Learning and Industry* which was held via Zoom (A5). The purpose of the event was to discuss the reasons behind the negative perception of hospitality as a career path in young people and ways to address the issue. My personal development goals were to expand my knowledge base as a professional teaching in this field (K1), as well as networking (V4).

The panel consisted of IoH members and industry professionals. The debate revolved around how hospitality as a career path is being portrayed to people from a young age; for example, in children’s books which often address jobs like doctors or firefighters but exclude hospitality workers. In schools, teachers are often found advising parents against hospitality careers for their children. I learned that there used to be a GCSE in hospitality which was discontinued, further adding to the misconception that hospitality careers are unsustainable (V4).

The panel agreed that young people often associate the industry with unsociable working hours or poor salaries, and do not realise that employers increasingly deploy strategies to address this, such as introducing elements like four-day workweeks and competitive salaries (Kim and Jang, 2020; Huang et al., 2021), to name but a few examples. This is further supported by my own research in this area (Bassler, 2023) (A5, V3).

I found the discussion eye-opening and educational. As an immigrant to the UK, I was unaware as to how hospitality is portrayed to young people prior to and during compulsory education, and therefore shapes their perception joining us at HE level. Moreover, the conversation fell in line with discussions within our discipline concerning recruitment issues from UK schools and colleges (V4).

With regards to the event's impact on my teaching practice (A5), the following can be concluded: Whilst my new knowledge does not have any direct impact on the subject material taught (K1), it has increased my awareness of the wider context the industry operates in (V4). I particularly liked how the panel suggested to reframe misperceived hospitality terminology which I will actively incorporate in my own discussion with students (V3).

Furthermore, I can apply my knowledge by participating more actively in discussions within our discipline around the subject of recruitment issues (V4). Whilst much of the discussion related to young people's perception of the hospitality industry in schools; this can be taken further and applied within a HE context.

As an attendee, I wish I engaged more in the conversation, however the audience's participation was restricted to chat box contributions only, after a network breakdown resulted in time constraints. Nonetheless, I gained several new LinkedIn connections that I can benefit from in the future. Following the event, I also conducted research on websites that were shared with the audience, such as *Hospitality and Universities United*, an initiative to bring together education and the industry (Hospitality and Universities United, 2024). By attending networking events regularly, I can guarantee continued effectiveness as a professional who is up-to-date in the subject material (K1), ensuring that my teaching practice remains relevant and aligned with current educational standards and best practices (A5, K6, V3, V4).

5.2 Nexus Development Day: Employability In and Out of the Curriculum

On 10th April 2024, I attended the *Nexus Development Day: Employability In and Out of The Curriculum*, which took place from 9:30AM until 4PM. The online event aimed to explore current trends, challenges, and strategies related to enhancing students' employability skills in HE. My personal development goal was to gain a deeper understanding of how I can integrate employability into my practice and subsequently enhance the impact of support for my students (A5, V3).

The development day featured keynote speakers and presentations, all centred on various aspects of employability within the HE environment (V4). A roundtable discussion on setting up employability events formed an engaging conversation. I could resonate with several issues discussed, including the reasons why many students avoid participating in extracurricular activities such as Employability Week events and careers sessions, primarily due to their heavy workloads and the necessity to allocate time for social activities and relaxation.

Data on the UWTSD student body was presented and confirmed that my discipline had the lowest scores in graduate data outcomes. The information presented aligned with recent discussions on this subject matter within our discipline to address the issue (V4). An overview on the UK labour market and workforce was also provided. I learned that the UK has historically performed poorly in providing alternative routes to many qualifications other than degrees, highlighting the need for more degree apprenticeships (Bravenboer, 2018) from additional research on this subject (V3). Furthermore, the misconception that there are more opportunities for non-graduates than for graduates in the UK was debunked.

Success stories and innovative approaches to embedding employability were shared by speakers. I particularly appreciated the insights from the Youth Work and Social Education programme, which values experiential learning through placements. I was inspired by how other UWTSD programmes assess students on placement and how this information can be incorporated into my own practice moving forward (**A1, A3**).

I also learned about the value of Employer Liaison Groups (ELGs), established through existing industry contacts, for offering employment and personal mentorship, as well as UWTSD's Careers Centre service portal which I had no prior knowledge of despite being an alumnus. This reinforced the importance of a student-centred approach in HE (Hoidn, 2016), and my role and responsibility as a facilitator in this process (Pourshafie and Murray-Harvey, 2013). If student engagement of extracurricular employability events is low, I can possibly make a positive impact by integrating this into my practice.

The breadth of information and complexity of issues surrounding employability in HE presented at the event were overwhelming but inspired further research in this field. Following the event, I conducted some thorough research on the Nexus Learning & Teaching Café and UWTSD Career Centre website (**A5, V3**), and discovered that a mobile app version of this service is available to students. During the event, some colleagues had expressed concerns that some alumni were facing redundancy and would appreciate access to such a resource.

Moving forward, I am committed to referring my students, especially those at Level 6 nearing graduation, to this resource (**A4, V1, V2**). All in all, I have learned how I can contribute to future graduate success by increasing visibility of my university's support system and proactively incorporating communication channels into the curriculum (Daubney, 2022) (**A2, V4**). I am eager to continuously develop my understanding of embedding employability skills into my practice (**V3**). This may require more active networking with specialist colleagues (**A5**).

5.3 Digitally Enhanced Education Webinars – How Best To Engage Our Students in 2024/25

On 17th July 2024, I attended a live event entitled *How Best to Engage Our Students in 2024/25* as part of the Digitally Enhanced Education webinars series hosted by the University of Kent e-learning team (**A5**).

The theme fit in well with my previously identified development need for increased student engagement (*see 4.1 and 4.2*). The webinar's itinerary consisted of speakers from different UK universities. The speakers addressed the challenges currently faced by HE, particularly in an increasingly virtual world (**V4**), while event attendees also shared their thoughts, concerns and recommendations in a group chat format. I could resonate well with the topics at hand, having had similar experiences with student engagement in my online teaching practice (**A2, K3, V1, V2**).

Generative AI was presented as an embrative tool for student engagement. The challenges of incorporating new technology and media into a structured curriculum were discussed. I learned that an AI supportive approach can lessen anxiety and concentrate focus when implemented well into learning activities (**A1, K4**). Some speakers shared their knowledge with integrating AI into assessment design (**A3, K4**). This complemented well my independent learning in this subject area which I have completed over the past few months (**A5**). I would have liked more information on the marking of assessments that include Generative AI but unfortunately answers were limited, inspiring more independent research in the future (**A5, V3**).

Another key takeaway was the use of platforms like Vevox to engage students in an inclusive way (**V1, V2**). It helps to encourage students to contribute in class, particularly as ice breakers, for polling/word clouds or formative assessments (**A3, K2**). Following the event, I spent more time researching and developing my knowledge in this field and plan to use this resource in future. Other attendees also shared their professional work with additional platforms, such as Wooclap, Kahoot, Mentimeter or PebblePad. This demonstrated to me the benefits of sharing knowledge across experts for my own professional development (**A5, K6, V3, V4**).

Some speakers reinforced the value of the ‘learner-centred approach’ (Shah, 2020; Bremner, Sakata and Cameron, 2022), and a recurring theme of this discussion was ‘active learning’. Over the course of the past two academic years, I learned a lot about this from literature and my teaching intervention (**A5, V3**). It was inspiring to listen to other professionals’ interpretation of this and I identified several implications for my own practice.

Our students often join us from a wide hospitality industry background. Nobody comes to HE without any experiences or skills, and in this context it is important to acknowledge that we have different expertise, even as lecturers (**K1**). By incorporating my students’ experience into discussions, I can create a more inclusive environment where students, including myself, can learn from each other (**V1**); even more so in online learning which can often be a lonely journey. This view has changed my inherent belief that I, as the teacher, must know everything of a subject area in order to create value to my learners which subsequently was proven wrong. In this context, I embraced the idea of flipped classrooms, making students the subject matter experts (**K1-3, V1, V2**). I plan to implement this in the upcoming academic year to increase the interactive time with my students in lectures (Bergmann and Sams, 2012), though recognise its potential time constraints (Al-Samarraie, Shamsuddin and Alzahrani, 2019) and need for professional confidence (McCabe and O’Connor, 2014).

After the event, I felt inspired to using new learning technologies for student engagement and thereby foster inclusivity (**K2, K4, V1, V2**). As speaker presentations were short, I cemented new information by conducting more independent research, considering ways as to how I can implement new activities into my teaching practice (**A1**). All in all, the event experience was an educational one, demonstrating the value of continuous professional development in my job role and to my students (**A5, V3**).

6. Record of 40 Hours of Teaching

PG Cert tHE -TEACHING LOG

Candidate: Lisa-Marie Bassler	Campus: Swansea Business Campus (SBC)
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Date	Session Details	No of Hours	Practice Advisor's Signature
26/09/2023	Lecture Foreign Languages & Cultural Awareness (BMIH5003)	4	Kathryn Flynn
27/09/2023	Lecture Foreign Languages & Cultural Awareness (BMIH5003)	4	Kathryn Flynn
03/10/2023	Lecture Foreign Languages & Cultural Awareness (BMIH5003)	4	Kathryn Flynn
04/10/2023	Lecture Foreign Languages & Cultural Awareness (BMIH5003)	4	Kathryn Flynn
09/10/2023	Lecture Management & Organisational Behaviour (BMIH5004)	4	Kathryn Flynn
10/10/2023	Lecture Foreign Languages & Cultural Awareness (BMIH5003)	4	Kathryn Flynn
11/10/2023	Lecture Foreign Languages & Cultural Awareness (BMIH5003)	4	Kathryn Flynn
17/10/2023	Lecture Foreign Languages & Cultural Awareness (BMIH5003)	4	Kathryn Flynn

18/10/2023	Lecture Foreign Languages & Cultural Awareness (BMIH5003)	4	Kathryn Flynn
24/10/2023	Lecture Foreign Languages & Cultural Awareness (BMIH5003)	4	Kathryn Flynn
Hours = 40	Hours Carried Over= 0	Total Hours = 40	Kathryn Flynn

Participant's signature: **Lisa-Marie Bassler**

Practice Advisor's signature: **Kathryn Flynn**

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