

UNHE7005: Teaching in Higher Education 1

Assessment Portfolio: Matthew Rees James

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University of Wales Trinity Saint David

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TASK 1

Personal Statement on Teaching & Learning

Task 1 Personal Statement on Teaching & Learning

Below are a few brief reflections on both my undergraduate and postgraduate learning experiences, as well as my experiences of the past six months lecturing to undergraduate sports management & sports development students at UWTSD and Cardiff Metropolitan University (CMU).

Undergraduate Learning

Whilst higher education has witnessed some big changes since my undergraduate days at Manchester University from 1991-1994, such as tuition fees and the information technology revolution, the interface between student and lecturer is constant and remains imperative in terms of the student experience. The nature of the student-lecturer relationship is, however, a far more transactional one than I experienced as an undergraduate, and the expectations and demands on lecturers are now much greater as a result.

The BA Economics course attracted 300+ students, so much of the teaching was delivered in large lecture theatres, which didn't allow for any meaningful student-teacher engagement. However, for the optional modules this could be catered for via weekly tutorials, delivered to a handful of students, usually in the office of the lecturer. I invariably enjoyed these tutorials a lot, especially those for subjects that I was particularly interested in and when the lecturer leading them was enthusiastic and encouraged us to speak openly and debate. These tutorials helped to increase my self-confidence, critical thinking skills and my interest in the subject matter, and this personal insight underpins the faith I now have in tutorials as an effective learning environment. This has been reinforced in the past six months as one module I currently lead at UWTSD is to a small group of 5 undergraduate students, which has enabled me to allocate more time for discussion and debate. However, I don't feel I have been able to facilitate sufficient time for tutorial learning on the other modules that I have been responsible for this year, both at UWTSD and CMU, and this is something I hope to improve going forward. On reflection, I have probably focussed too much on preparing and delivering the lecture slides as it has been my first full year as a lecturer.

Essays were the main means of engaging students in independent study during my undergraduate degree, which meant frequent trips to the library to loan books and photocopy journal papers, before hand writing essays up at home. My initial impressions after six months lecturing at UWSTD and CMU, are, generally speaking, that sports management students have less appetite for reading text books and journal papers, and reading in general for that matter, unless it relates to an assessed piece of work. Encouraging my students to read around their subjects to a greater extent is something I have tried to do during the past six months, by providing access to journal articles and setting reading tasks during coffee breaks; however, I am conscious of the need to develop more effective methods and hope to develop some fresh ideas during the course of the PC Cert tHE. Whilst I appreciate sports management students are probably less inclined to read than many of their peers, and perhaps learn best through experiential learning (Kolb, 1984), I believe instilling an appreciation of reading will ultimately improve every students knowledge and understanding of the subject, and enable them to produce much more academically robust work.

Assessment on my undergraduate course was solely via examinations at the end of each year, and one's final award "boiled down" 100% to your performance in the final year. I have always felt this failed to reflect one's performance across the 3 years and did little to develop a fuller range of academic skills, such as, for example, research methods, report writing, presentation skills and group work; not to mention one's employability and "job readiness." I therefore support the introduction of multiple assessment points and types, as I think this is a much fairer reflection of students' performance levels over the entire length of the course, as well as testing and developing a broader set of skills, which are more akin to the real world e.g. the sports industry. However, I also believe that exams and essays are still excellent tools for embedding learning; testing understanding, critical thinking and writing; and for ranking students by ability; and must therefore be retained as part of the assessment portfolio and should not be "watered down."

My undergraduate learning experience, on reflection, was therefore very much of its time, and I doubt whether the teaching methods at "red brick" universities had changed a great deal from the post war years up to and including 1994.

Postgraduate Learning

My first experience of postgraduate learning was at Sheffield University whilst studying for an MA in Sport and Recreation Management, full time for one year between 1999-2000. This experience was markedly different from my undergraduate experience as I was now a mature student with five years' work experience "under my belt", so far more appreciative of the whole scholarly experience and opportunities; higher education had by then embraced the IT and internet revolution; the student cohort was less than 30 in total so far smaller than my undergraduate course; and the assessment method consisted of written assignments and a traditional dissertation, which I have always preferred to examinations.

The student-lecturer relationship also felt different to me at postgraduate level, less formal and less stand-offish; whilst learning was delivered through small lectures, seminars, guest speakers, and through group project work. This type of "blended learning" certainly succeeded in engaging the vast majority of the students and contributed to a very positive learning experience overall. Similarly, the Sport Management departments at both UWTSD and CMU favour a range of learning and assessment methods, which based on my own experience, as well as my understanding of sports management students, I fully support. This impression is based on the feedback I have received from students in the past six months, whom the vast majority of favour assessment at regular intervals and via a combination of methods such as essays, reports, presentations and group projects. My short term aims are therefore to improve both my understanding of these methods, and my approach to teaching in terms of setting, explaining and preparing students for their assessments, so that they are given the best opportunity to fulfil their potential.

Matthew James

Lecturer in Sport Development and Sport Management

7th April 2017

TASK 2

Micro Teaching Session & Reflection

Task 2 Micro Teaching Session and Reflection

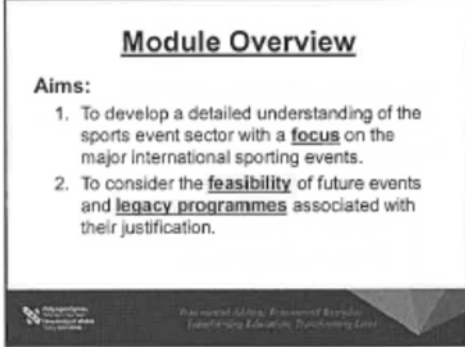
Below are the PPT slides I used during my presentation to fellow PGCert THE students on April 10th 2017. The aim of the presentation was to provide a brief overview of this module that I lead on at UWTSD's Swansea Business School.



Global Sports Events Management
M6X02097

Micro Teach – April 2017

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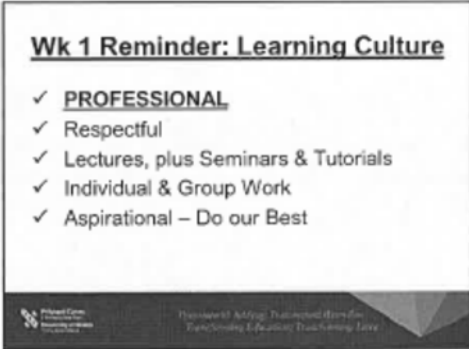


Module Overview

Aims:

1. To develop a detailed understanding of the sports event sector with a **focus** on the major international sporting events.
2. To consider the **feasibility** of future events and **legacy programmes** associated with their justification.

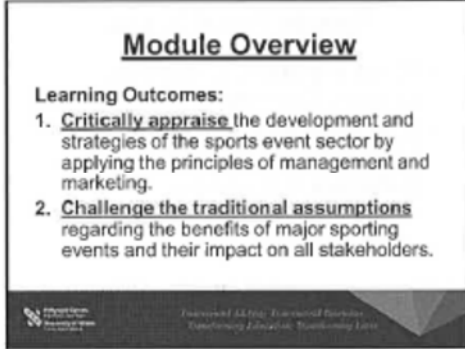
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Wk 1 Reminder: Learning Culture

- ✓ **PROFESSIONAL**
- ✓ Respectful
- ✓ Lectures, plus Seminars & Tutorials
- ✓ Individual & Group Work
- ✓ Aspirational – Do our Best

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Module Overview

Learning Outcomes:

1. **Critically appraise** the development and strategies of the sports event sector by applying the principles of management and marketing.
2. **Challenge the traditional assumptions** regarding the benefits of major sporting events and their impact on all stakeholders.

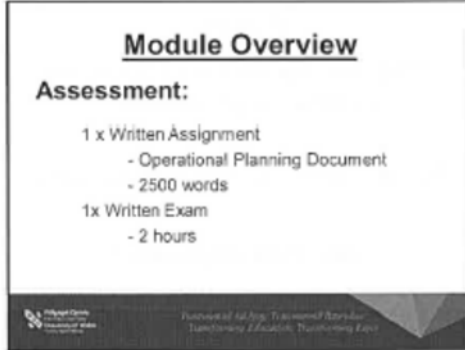
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Session Overview

- ✓ Module Overview
- ✓ What are major sports events?
- ✓ Why host them?
- ✓ UK and Welsh Government strategy approach

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Module Overview

Assessment:

- 1 x Written Assignment
 - Operational Planning Document
 - 2500 words
- 1x Written Exam
 - 2 hours

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Sport Event MGT

Sports Event MGT is a subset of project management, bounded by three factors:

1. External pressures
2. Organisational politics
3. Personal objectives



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Sports Event Types

- **Mega Events** e.g. Olympic Games, Commonwealth Games
- **Major Events** e.g. Champions League Final, Ryder Cup.
- **Hallmark Events** e.g. Wimbledon, Masters Golf.
- Minor sports events.

Getz (1997) and Allen et al (2002)



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THINK

Why do countries and cities bid to host major events?

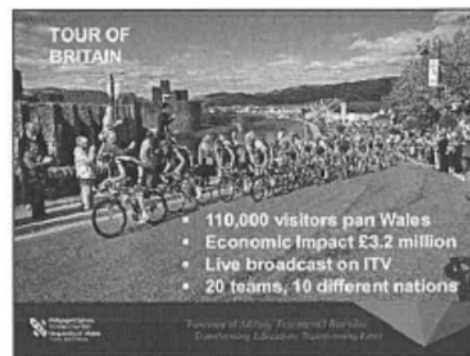
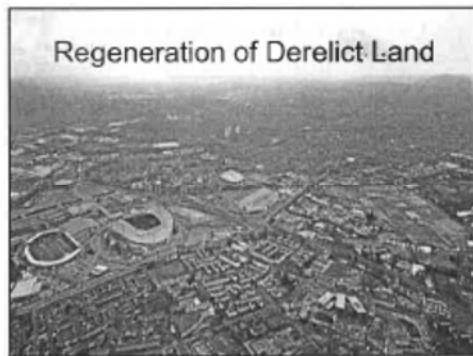
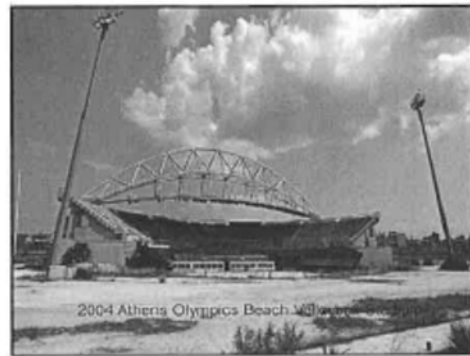
What are the perceived benefits?

Are there any risks?



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Welsh Government Perspective?

- No to 2026 Commonwealth Games bid.
- Yes to major events that deliver and economic impact, without placing WG finances under too much strain.



Wang, J. and J. Li. 2003. The effects of water level on the growth of *Labeo rohita* in the Yangtze River. *Journal of Aquaculture* 10: 1-5.

Contact Details

Matt James

Room 202

Work days: Weds am, Thurs & Friday

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Tutorial support available at the end of each session and by appointment



TASK



How many sports venues can you recognise in the following clips?

<https://dx.doi.org/10.2196/wellness.2019.10000>

Any Questions?



Reflective Evaluation

I have followed Gibbs' (1988) reflective cycle¹ for this task.

Description

Each of us presented in turn on subjects of our choice, after which the Programme Director (PD) immediately provided some brief feedback and invited comments from the audience of fellow students.

Feelings

I felt a little anxious waiting my turn to present as: it was the first time I had met the PD and my fellow students; we were being assessed; and I did not want to fail to impress my peers. I tried to reassure myself with positive thoughts such as I knew the subject of my presentation very well, and concentrated on doing the best job for my audience rather than thinking about myself.

Evaluation

I was pleased with how I performed and felt that I had succeeded in my aim of giving the audience a brief overview of the subject. I was pleased with the response to the question and answer task, and on reflection could have used this technique at the outset of the presentation as well.

Analysis

I thought the micro teaching session was a good way to get the student cohort to bond quickly and learn about each other's backgrounds. It also enabled each of us to have completed one assessment task at the end of day 1, which was a positive outcome.

Conclusion

I could have made my presentation a little more interactive via some additional question and answer tasks, particularly at the start to help establish the prior knowledge of my audience.

Action Plan

In future I will try to make my presentations more interactive.

References

Gibbs, G. (1988). *Learning by Doing: A Guide to Teaching and Learning Methods*. London: Further Education Unit.

¹ Gibbs' reflective cycle encourages you to think systematically about the following six specific phases of an experience or activity: description, feelings, evaluation, analysis, conclusion and action plan.

TASK 3

Teaching Observation Reports

Task 3 Teaching Observation Reports x 3



PGCert THE STAFF OBSERVATION FORM	
Name of Staff member: Andy Evans	Date: Tuesday 10 th October 2017
Name of Observer: Matthew James (MJ)	Number in class: 12
Student level: Level 6	Location: Cyncoed Campus, Cardiff Met. University
Topic/s: Sport development – policy to practice	Start Time: 13.00 hours Finish Time: 14.30 hours
Teaching Characteristics: Preparation, selection and organisation of content. Choice of teaching/learning methods	
I contacted Andy to see if he would be willing to deliver a lecture for a group of Level 6 sports development students completing a compulsory module called 'Applied Sport Development', which I have been leading at Cardiff Metropolitan University since Sept 2016. I approached Andy as he has been involved with sports policy development at the Welsh Government and Sport Wales, and because he is an experienced lecturer, whom I respect and can learn from through observation. Andy began preparing the lecture content after he and I had a brief conversation about the lecture aims vis-à-vis the module aims, learning outcomes and assessment, which Andy had access to via Moodle. We conversed several times again during the few weeks prior to the lecture, as Andy was keen to ensure the lecture delivered the desired outcome. Andy encouraged active learning during the lecture with frequent use of question and answers to promote student engagement. He also encouraged me to contribute when he thought I could draw on some of my own experiences. This brought another perspective to the lecture, which can help to bring the subject to life and help convey the complexity and diversity of the topic (Exley and Dennick, 2004:90).	
Presentation: Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc.	
Andy began the lecture by establishing the learning outcomes vis-à-vis the module aims, the degree programme as a whole and their future careers, in terms of the value of having a good grasp of the process from policy ideation to strategy and delivery. This served well to capture the students' attention from the beginning and provided a clear mental picture of the subject in relation to their other core modules. Andy conveyed the lecture content in a very clear and precise fashion and frequently drew on appropriate examples that he knew would the students would already be familiar with, which helped the students to grasp the processes and concepts Andy was introducing.	

Andy ended the session by thanking the students for listening and contributing to the discussions. He then handed back to me so I had time to inform the students of their independent study requirements and remind them about the subject for next week's lecture.

Technique and Aids: General apparatus – board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.

Andy used the Microsoft Powerpoint software to design his slides, which he later uploaded to Moodle so all the enrolled students had access to them. Andy used the PC and data projector available in the classroom to present the slides onto a white board, and had a remote slide "clicker" device with him that enable him to move around the classroom and engage with students.

Andy's Powerpoint slides were very clear and logically ordered. He used a large black font (Calibri 28 point) on plain white background, and restricted the majority of slides to no more than 3 bullet points. The deck of slides included figures, tables and relevant images, to illustrate key points and accommodate more visual learners.

Andy regularly posed questions to assess students understanding and to increase their engagement, and always provided feedback in a very positive fashion, which students clearly appreciated.

Student Responses: 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.

The atmosphere was positive throughout, whilst every student appeared interested and engaged from the lecture's beginning to its end. Andy identified some gaps in the students' knowledge and understanding of the subject, which he either clarified and plugged in the moment or signposted students to reading and/or resources that they could access during their independent study periods.

General: Was effective communication achieved? Was there good student – teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods

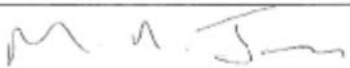
Andy quickly established a good rapport with the group and had no difficulties communicating with the students. The small class size obviously made this task easier for Andy, whilst the students were also already familiar with him from other modules he delivers. Nevertheless, Andy adopted a relaxed interactive teaching style and was not overtly didactic.

Examples of good practice:

- Clean and engaging Powerpoint slides;
- Skilled use of question and answers to assess & embed learning;
- Friendly and enthusiastic teaching style.

Action points (MJ):

- Make slides clearer and more inclusive; try to adhere better to the UWTSD guidelines for how all information should be presented: 'Inclusivity – Universal Design for Learning'.
- Use question and answers more frequently to promote student engagement during lectures.

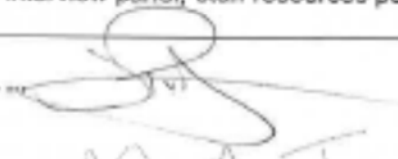
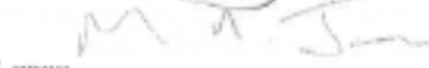
Observer ...  ...	Date 16.10.2017
Observed ...  ...	Date 16.10.2017

References

Exley, K., and Dennick, R. (2004). *Giving a Lecture: from presenting to teaching*. Oxon: Routledge.



PGCert THE STAFF OBSERVATION FORM	
Name of Staff member: Matthew James	Date: Friday 19 th January 2018
Name of Observer: James Prosser	Number in class: 7
Student level: Level 5	Location: Room AS227, UWTSD Swansea Business Campus
Topic/s: Globalisation and Sport – Assessed 20 minute presentation for M5X02091: Global Cultural Sporting Environment	Start Time: 10.00 hours Finish Time: 14.00 hours
Teaching Characteristics: Preparation, selection and organisation of content. Choice of teaching/learning methods.	
Matt invited me to observe him assess a class of Level 5 students to each deliver a 20 minute presentation, which would contribute 20% towards the overall assessment for the module. Matt explained that he had introduced the Presentation task as of this academic year, and was therefore keen for me to provide him with some honest feedback. Matt provided me with a copy of the assignment brief, marking template and the guidance notes he had provided students with in previous lectures, in advance of the assessment day. He also copied me into the emails he sent to the students reminding them about the assessment requirements, and the assessment date, time and room. Matt arrived early to ensure that the room, ICT equipment and admin resources were all in place prior to the first student's arrival. He reminded me briefly about the presentation task and outlined how we would work together.	
Presentation: Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc.	
Matt gave every student a warm welcome on their arrival and directed them to the PC station so that they could open up their Powerpoint presentation. He explained that I was there to observe Matt for his PGCtHE and that I would also be giving them feedback on their presentations. Once the students had readied their presentations, Matt reminded them that they had 20 minutes to deliver the presentation and that this task contributed 20% towards the module. Matt finally instructed them to start in their own time and wished them good luck. Matt used the marking template to make notes during the presentations. He congratulated each student when they had completed their presentations and ushered them to a seat to relax. Matt then gave each student some brief appropriate feedback before asking each student a handful of questions. He then invited me to provide the students with some additional feedback and raise any of my own questions.	

Technique and Aids: General apparatus – board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.	
Matt's choice of room was a good one as it is a small conference room suitable for presentations, which should have helped the students' feel comfortable with their surroundings. The room was equipped with a PC and overhead data projector. Matt encouraged the students to use Microsoft Powerpoint to compile their presentations and provided students with a remote slide "clicker". Matt delivered the post presentation Q&A well, allowing students time to process their thoughts and prompting them effectively if they were unable to answer after approximately a minute.	
Student Responses: 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.	
Matt managed to establish a relaxed and professional atmosphere, which enabled the students to perform to their best under pressure, whilst acting as a good dress rehearsal for future job interviews and other academic presentations. It was good to see that none of the students were intimidated by the occasion, including two students for whom English was their second language, whom Matt showed particular empathy to.	
General: Was effective communication achieved? Was there good student – teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods	
Matt communicated very effectively throughout and clearly has a good rapport with the students' as he was able to get them to relax very quickly and perform well under pressure. Every student fulfilled the assessment criteria as each of them achieved at least a mark in the 50-60 grade boundary.	
Examples of good practice: • Appropriate communication. • Clear assignment brief and supplementary guidance notes. • Empathy for students with English as a second language. Action points: • Could consider add one more members of staff to the panel to make the environment more like a job interview panel, staff resources permitting.	
Observer ... 	Date 26 th January 2018
Observeree ... 	Date 26 th January 2018

PGCert tHE STAFF OBSERVATION FORM	
Name of Staff member: Matthew James	Date: Monday 12 th March 2018
Name of Observer: Elizabeth Lewis	Number in class: 30
Student level: Level 4	Location: Cyncoed Campus, Cardiff Met. University (CMU)
Topic/s: Introduction to Physical Activity and Behaviour Change	Start Time: 14.00 hours Finish Time: 15.00 hours
Teaching Characteristics: Preparation, selection and organisation of content. Choice of teaching/learning methods.	
I invited Matt to deliver a guest lecture to a class of Level 4 sports management students enrolled on the module I lead at CMU. I approached Matt as I wanted him to draw on his previous experiences working as a Sports Development Officer with Powys County Council, as this would provide our students with insight to the challenges Matt faced, which contrasted with those of previous guest speakers working in more urbanised areas. Matt opted for a traditional lecture as his teaching method, which suited the task I had set him.	
Presentation: Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc.	
I briefly introduced Matt to the class as this week's guest speaker. Matt then started his lecture by introducing himself, during which he provided a brief summary of his employment history in sports development. Matt spoke very clearly and paced his presentation well, whilst he clearly enjoyed talking about his former role, which helped to bring the subject to life. He returned the class to me at the end of his presentation a little hastily, and I feel it would have been helpful to conclude by providing a summary of the main learning outcomes.	
Technique and Aids: General apparatus – board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.	
Matt used the PC and data projectors available to him in the lecture theatre, and used a hand held remote to forward the slides. This enabled Matt to move away from the PC and he used the remote's laser pen to draw student's attention to specific features of the slides and keep them engaged. Matt's Powerpoint slides were clear, concise and logically ordered. He provided a brief overview of Powys, and clearly structured the main body of his talk around 8 concepts that students were already familiar with. Matt kept the amount of text on the slides to a minimum and used a good variety of pictures, clip art and infographics to keep the students engaged, which is vital at Level 4. Matt used the question and answer technique well to introduce each concept. However, on a few occasions he could have given students a little longer to think about the questions he was posing,	

rather than jump in and provide the answers. He could have also asked them to work in pairs or small groups as well, just to change tactics and increase student engagement.

Student Responses: 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.

The class appeared to be interested and engaged during Matt's presentation. Some of the students responded really well to Matt's questions, however, he could have probably engaged more of them by getting them to work in pairs and small groups, which would have benefitted the less confident students. He could have then taken the opportunity to engage with students in their groups. Nevertheless, Matt repeatedly encouraged students to contribute and praised those that did so.

General: Was effective communication achieved? Was there good student – teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods

Matt communicated very effectively and fulfilled his brief as a guest lecture for me. He established a good rapport with the students and his teaching methods were appropriate.

Examples of good practice:

- Well-constructed Powerpoint Slides.
- Good use of Q&A technique.

Action points:

- Give students more time to think during Q&A moments.
- Ask students to work in small groups or pairs, to help less confident students become more active learners.

Observer  Date 19th March 2018

Observee  Date 19th March 2018

TASK 4

Reflective Evaluations of Three CPD Events Attended

Postgraduate Certificate Teaching in Higher Education
CPD Event Reflection Template²

Event	Emergent Technologies Training, Townhill Campus
Date/s	18th May 2017

 WHAT?	This was a CPD opportunity available to all UWTSD teaching staff and UWTSD students enrolled on teacher training courses. It was a short 2 hour training session that aimed to raise awareness of emergent technologies that could be used in a learning environment to promote student engagement. The CPD session was led by a tutor, who introduced a variety of online technologies for us to consider using either in the classroom or during students independent study time; and included NearPod, Microsoft Sway, Microsoft Mix, OneNote, Microsoft Office Forms, Kahoot, Socrative and Pinterest.
 SO WHAT?	Making effective use of appropriate technologies is an important aspect of teaching practice and is one of the key aspects of Core Knowledge (K4) within the UKPSF for teaching and supporting learning in HE (Higher Education Academy, 2011). Moreover, this is supported by qualitative evidence that technology can promote greater student engagement during lectures, support effective learning beyond lectures, be used for diagnostic purposes geared towards improvement of learning, enable quick turnaround times for assessment feedback, and enable students to collaborate in online communities (Dunne, Wren and James, 2012:167). After attending this CPD session I immediately felt more confident to experiment with some of these emergent technologies, as I can be somewhat technophobic and it is also difficult to carve out the time to look into these opportunities. The course therefore enabled me to have a go in a supportive environment and forced me to set aside the time to attend. Since attending this course, I have used the Kahoot quiz app during induction and revision weeks to both increase student

² The format for the template is based on Terry Borton's (1970) 3 stem questions: **'What?', 'So What?' and 'Now What?'**, which were further developed by John Driscoll (1994, 2000, 2007), who matched the 3 questions to the stages of an experiential learning cycle.

	engagement and as a diagnostic tool. This has worked well on both occasions, which supports Dunne <i>et al.</i>'s (2012) findings. Participating in this CPD event has assisted my development in relation to each of the 3 dimensions of the UKPSF, as follows: 1. Most of all, it enhanced my understanding of core knowledge 3: 'the use and value of appropriate learning technologies.' 2. It also gave me a better understanding of the potential for technology to enhance all areas of activity A1-A5 (designing and planning activities, supporting learning, providing feedback, creating an effective learning environment). I thus plan to engage in further technology related CPD activities to keep pace with developments and ensure my teaching approach remains fit-for-purpose. 3. In addition, it will enable me to demonstrate the required professional values by using technology to promote participation and provide more inclusive learning opportunities (V2), and by attending this and further technology related CPD opportunities (V3).
 NOW WHAT?	Having already taken some small steps that proved to be successful in terms of engaging students during lectures, my goal for the next academic year is to try and incorporate technology into more of my lectures; and to experiment with other technologies (e.g. Podcasts and Blogs) in between lectures, to encourage more effective learning.

Postgraduate Certificate Teaching in Higher Education (PGCert tHE)
CPD Event Reflection Template³

Event	Wales NEXUS Conference 2017 – Annual Learning and Teaching Conference
Date/s	3-5th May 2017

 WHAT?	The Wales Nexus Conference is an annual learning and teaching conference organised by UWTSD's Enhancement Team. These conferences aim to enhance the links between research and teaching, and encompass the scholarship of learning and teaching, research-informed teaching, and the research-teaching-nexus. Therefore, they align with each dimension of the Higher Education Academy's (2011) Professional Standards Framework. The 2017 conference⁴ took place over 3 days at UWTSD's Dylan Thomas Centre. Due to my teaching commitments I was only able to attend two symposiums on Friday afternoon. Both of these commenced with Opening Remarks by the symposium chairperson and proceeded with 5 contributors presenting their papers for 20 minutes at a time.
 SO WHAT?	I feel attending the conference has really contributed to my development in relation to each dimension of the HEA's UKPSF, as I was able to hear from 12 colleagues outlining their teaching philosophy and research findings on UKPSF related areas of activity (A1-5). It has also enhanced my core knowledge of teaching methods (K2) and how students learn (K3), and provided me with additional ideas and inspiration that can help me become a better lecturer. At a basic level, I found it interesting to observe the contributors contrasting styles of delivery. The contributors that I found most engaging were those that brought their subjects to life by talking to the audience instead of reading off their slides, used humour to grab the audience's attention and to punctuate their presentation, maintained good eye contact,

³ The format for the template is based on Terry Borton's (1970) 3 stem questions: **'What?', 'So What?' and 'Now What?'**, which were further developed by John Driscoll (1994, 2000, 2007), who matched the 3 questions to the stages of an experiential learning cycle.

⁴ Programmes for all 3 days of the 2017 Nexus conference can be found here: <https://www.uwtسد.ac.uk/wales-nexus-conference-2017/>

	and who were able to place their research within the wider HE context (v4). Two contributors were unfortunately hampered by including too much content on their slides, which was compounded by the sunlight entering the hall, rendering some of the content illegible. The presentation that I found most thought provoking was given by a colleague from UWTSD's Social Anthropology department, Dr. Luci Attala, who has piloted a highly innovative method of teaching and assessment with a class of Level 5 students. It involves each student taking responsibility for delivering one of the modules 1-hour lectures to the rest of the class; which is filmed and uploaded to Moodle and contributes 40% towards their grade. Dr. Attala reported that students had no option but to rise to the challenge, otherwise they would be letting the rest of the class down, and as a result "they rose up to the level...they become the lecturers, and all their marks were raised."
 NOW WHAT?	The main lesson that I shall draw from attending this conference, is the need to always familiarise yourself with the room and equipment, and to be mindful of your audience, so one can tailor the content accordingly. In addition, these conferences can provide me with an excellent opportunity to engage with CPD (A5) in future years, and I shall try to present some of my own research findings in the near future. I also plan to contact Dr. Attala to discover more about her innovative teaching and assessment philosophy. Requiring students to make presentations to their peers is something that I have tried in the past year, but only as an independent study task and as a way of improving students professional skills, not as a means of delivering lectures and assessing students. I am therefore keen to discover what challenges Dr. Attala faced and how she overcame these.

Postgraduate Certificate Teaching in Higher Education (PGCert tHE)
CPD Event Reflection Template⁵

Event	Learning and Teaching Conference⁶, Llandaff Campus, Cardiff Metropolitan University (CMU)
Date/s	7th July 2017

 WHAT?	The 2017 CMU Learning and Teaching Conference had four main themes, which have become increasingly central to HE, and which I have been trying to give more attention to: <u>student engagement</u>, <u>retention and success</u>, <u>student employability</u>, and <u>health & wellbeing</u>. The key note speaker was Professor Liz Thomas⁷ who has 20+ years experience of managing research about widening participation, student retention and the student experience. I therefore had high expectations ahead of her keynote speech, hoping it would bolster all aspects of my Core Knowledge (K2-K6) of teaching. As well the keynote speaker and staff Pecha Kucha⁸ session highlighting good practice, delegates could book onto one workshop in the afternoon of their choice. I opted to book onto a workshop run by CMU's Peer Learning and Development Scheme (PLDS), which aims to share good practice within CMU and build networks of staff that can support each other.
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⁵ The format for the template is based on Terry Borton's (1970) 3 stem questions: **'What?', 'So What?' and 'Now What?'**, which were further developed by John Driscoll (1994, 2000, 2007), who matched the 3 questions to the stages of an experiential learning cycle.

⁶ The CMU 2017 annual Learning and Teaching Conference⁶ was a full day CPD opportunity available to CMU academic staff, consisting of a keynote speaker and best practice sharing in the morning, followed by workshops, delegate feedback and closing remarks in the afternoon. Further details of the conference programme are available here:

<https://www.cardiffmet.ac.uk/about/ltdu/Pages/Learning-and-Teaching-Conference-2017.aspx>

⁷ Liz sits of the Teaching Excellence Framework (TEF) panel and is currently working with the HEA to evaluate the What Works? Student retention and success change programme.

⁸ PechaKucha is a presentation style in which 20 slides are shown for 20 seconds each, in order to keep presentations concise and fast-paced.

 SO WHAT?	The keynote address by Professor Thomas was very insightful, and amongst her recent research findings regarding student retention that she shared with us, those that were most applicable to the UKPSF's areas of activity (A1-4) included: ▪ Commuter, BAME and lower socio economic group students have lower rates of engagement and belonging in their academic learning. ▪ Males and less engaged than females. ▪ Older students are more engaged than younger students. Whilst, her examples of effective interventions to improve student engagement and belonging included: ▪ Learning and teaching environments that promote collaborative working and problem based learning e.g. group projects, workshops rather lectures and seminars. ▪ Group working to “unpack” assignment briefs. ▪ Engaging students via more open and informal learning opportunities e.g. presentations in the pub. The workshop that I attended in the afternoon was very informative as I was not aware of the PLDS. It was good to hear from two colleagues who have been participating in this scheme, one as a mentor and the other as a mentee. The scheme could clearly be a good channel for me to engage with CPD, scholarship and further professional practices (A5).
 NOW WHAT?	As I near the end of my first year as a full time lecturer, I am now in a better position to as, Professor Thomas stated, “take risks in my teaching” and incorporate more open and informal learning activities into the modules I lead, in order to increase student engagement and belonging. I shall also sign up to the PLDS via the online portal, as it would be good to find a colleague willing to mentor me and discuss such areas with in more depth. Attending this CPD event has contributed to my development regarding all 3 dimensions of the UKPSF, including all 5 areas of activity (A1-5); core knowledge (K2&3), and all 4 professional values (V1-4).

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TASK 5

Reflective Report of a Teaching Intervention Cycle

Task 5 Reflective Report of a Teaching Intervention Cycle

Intervention title:	Teaching and formative assessment modifications to improve student engagement and academic performance
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Context

The opportunity for the above teaching intervention came via the part time lecturing position I have held at Cardiff Metropolitan University (CMU) since September 2016. I was assigned the Module Leader role for a Level 4 taught module called 'Introduction to Sport Development' during the induction week of September 2017, when it belatedly became apparent that a colleague would not be returning from maternity leave. It was therefore not possible to plan and implement any changes to the module during 2017-18. This intervention thus relates to the current academic year, and evolved from my reflections 'in action' and 'on action' during 2017-18 (Schön, 1987).

The module is a core (compulsory) module for students enrolled on the three-year BSc Sport Development degree programme, and a popular optional module with Level 4 students enrolled on Sports Coaching, Sports Studies, Sport and PE and Sport Management degrees. There are typically over 100 students enrolled on the module each year and 125 students were enrolled on it at the start of the 2018-19 academic year. This is by far the largest module I lead in terms of the student cohort, either at CMU or University of Wales Trinity Saint David (UWTSD) where I also lecture.

The module is delivered over during 12 weeks during Term 1 and combines 36 hours of contact time with teaching staff via lectures (12 hours) and seminars (24 hours) with 152 hours of guided independent study and 12 hours of E-learning (see Module Handbook in Appendix A). The aim of the module is to develop a basic understanding of sport development by introducing some of the key issues related to the subject area, which reflects the modules Level 4 academic difficulty. The indicative learning content includes definitions of sport and sport development, models of sports development including those by Cote *et al.* (2007) and Eady (1993);

as well as the purpose of sport development and key enablers of sport, including sports volunteers, partnership working and funding. Students can draw on a good range of core textbooks, particularly those by Hylton (2013), Collins (2010) and Trimble *et al.* (2010).

The higher education (HE) sector in the UK is having to deal with a number of significant challenges at the moment, including for example: the financial challenge posed by economic austerity and government reforms to HE funding (Universities UK, 2013); a demographic dip in the UK population of 18 year olds (Doward and Ratcliffe, 2016); an increasingly competitive global HE market (Universities UK, 2014); and a consumerist ethos amongst students since the introduction of student fees (QAA, 2013). The impact of these challenges on the “shop floor” at CMU has been in the form of staff redundancies and budget restrictions regarding hourly paid lecturers (Unison, 2017), which I needed to take into account when considering potential changes to the teaching and assessment of this module.

Focus of the Intervention - *What I wish to change and why?*

Enquiry is a tool to support practitioners interrogate and improve their practice to have a positive impact in the learning of their students (General Teaching Council for Scotland, no date). The method I used as a framework for this teaching intervention was Action Research, which is defined as “research carried out within your practice to improve pedagogy to support student attainment and achievement” (GTTS, no date, no page), and is depicted as a cyclical process in the figure overleaf.

To identify the focus of the intervention I reflected on the module’s aims and learning outcomes whilst leading the module for the first time during 2017-18. For example, I reflected ‘in action’ (Schön, 1983) whilst planning and delivering lectures and ‘on action’ (Schön, 1983) whilst moderating marks, reviewing student feedback and speaking with other members of the teaching team (see Appendix A).



Figure 1: Action Research Model, retrieved from General Teaching Council for Scotland.

The outcome of this reflective process was that I identified several areas that I felt could be improved in 2018-19. I then consulted with the Programme Director for Sport Development, Dr. Alex McInch, who is also one of the Seminar Tutors for the Module and he delivers one of the lead lectures too (see Appendices A&B). I also consulted with other members of the teaching team, in order to gain their feedback and keep them informed, which is good practice (Race, 2001). The whole team were supportive of my plans, which related to the following objectives:

1. Increase student engagement during lectures via better use of active learning strategies.
2. Improve the constructive alignment of the teaching and assessment methods more clearly with each other and with the learning outcomes of the module.
3. Improve the impact of the formative short essays on academic writing performance by reducing the number from 5 to 3.

Objective 1 was derived from my experience of lecturing during 2017-18 and the feedback from other lead lecturers, which revealed a need to make lectures more engaging given the high number of students, a majority of whom had chosen the module as one of their options. Objective 2 was derived from my review of the

teaching resources, which I felt lacked sufficient theoretical and conceptual underpinning and were overly reliant on guest speakers. Objective 3 was derived from my conversations with Seminar Tutors and qualitative feedback from students. I concluded that the workload for both tutors and students was too much and it would be better to reduce the volume of formative assessments in order to raise academic standards. Nevertheless, there was a strong consensus amongst the team that the formative essays were serving an important function of providing students with much needed support regarding their academic writing, which has been widely recognised requirement in the UK higher education system (Wingate and Andon, 2011).

Rationale for the intervention: *How will it improve teaching practice?*

The next stage of the action research process involved reviewing academic literature related to inform my thinking and enable me to implement a teaching intervention that would lead to an improvement in teaching practice and student outcomes.

Active Learning

Active learning strategies are described as such as they require students to do more than listen passively – ‘they must participate, evaluate and reflect on their educational experiences’ (Riebe *et al.*, 2013, p.57). Active learning can also ‘foster positive attitudes and an in-depth approach to learning and encourage critical thinking’ (ibid). This is supported by studies in the 1990s that found a traditional didactic lecture to be students least favourite form of teaching (Butler, 1992), and a willingness amongst students to take a more active role in the lecture (Williams, 1992) – cited in Exley and Dennick (2004).

Exley and Dennick (2004, p.84) recommend breaking the lecture into short sub-sections of ‘lecturer input’ interspersed with student activities that provide opportunities and interaction. This enables the lecturer to find out students starting point, challenge students, check assumptions and link sessions throughout the module (ibid). Moreover, Exley and Dennick (2004, p.85) list a number of positive ways interactive lectures can promote student learning:

- ✓ Keep students awake and warmed up
- ✓ Open students’ receptivity

- ✓ Accustom students to having a voice
- ✓ Help students absorb information
- ✓ Help students with a variety of learning styles
- ✓ Aid retention of learning through articulation of views.

Exley and Dennick (2004, p.89) refer to three fundamental ways in which a lecturer can vary what the students do in a lecture: what they students hear, what the students see, and what the students do (on their own or in groups).

A variety of tools exist to vary what students see during lectures, including forms of team teaching and 'lecture duets' (Somers and Campbell, 1996) that are already commonplace at CMU's School of Sport and Health Sciences. Other forms include using visual aids, body language, demonstrations, video clips and guest lecturers (Exley and Dennick, 2004). Inviting guest speakers into the classroom is referred to as a 'classic teaching strategy,' by Laist (2015, no page) and this is common practice at CMU. Moreover, 'a growing body of literature' now exists to support the use of guest speakers as 'an invaluable educational tool and innovative active learning strategy' (Riebe *et al.*, 2013, p. 57).

The most commonly used way of varying what students do individually in a lecture is to ask students a question, however, lecturers frequently comment that they find it very difficult to elicit answers from their students (Exley and Dennick, 2004), which reflects my own experiences to date. Exley and Dennick (2004, p.94) recommend allowing students sufficient thinking time and asking them to write down their answers and ideally set a target that will stretch them. Other forms of interactive activities advocated by Exley and Dennick (2004) include quizzes, incomplete handouts and varying activities that students can do in pairs or small groups as peer interaction can lead to valuable learning outcomes (Biggs, 1999, cited in Exley and Dennick, 2004). A common consideration with each of these activities is when to time them during the lecture to deliver the intended results. The choices are typically either at the start of a lecture to recap learning from a previous lecture and help settle the class, around the mid point to change the focus of the learning, or at the end as a means of capping the key points from the lecture (Exley and Dennick, 2004).

Constructive Alignment

The principle of constructive alignment (CA) was developed by Professor John Biggs and although the term itself is not used, it relates to what the UK's Quality Assurance Agency are looking for when they refer to 'effective and appropriate measurement of the achievement by students of the intended learning outcomes' in their General Principle 6. Biggs (no date, p. 5) defines CA as follows:

"A design for teaching in which what it is intended students should learn, and how they should express their learning, is clearly stated before teaching takes place. Teaching is then designed engage students in learning activities that optimises their chances of achieving those outcomes, and assessment tasks are designed to enable clear judgements as to how well those outcomes have been attained'.

There are, therefore, two basic concepts behind CA. Firstly, learners construct meaning from what they do to learn, which is derived from cognitive psychology and constructivist theory, and secondly, the teacher makes a deliberate alignment between the planned learning activities and the learning outcomes (Biggs, 1999; 2003). Race (2001, p.21) helpfully likens this to "positioning the goalposts," a process that must start with the intended learning outcomes, which must be clearly and directly linked to assessment criteria (ibid). Race (2001, p.22) also states that learning outcomes should not just reside in course validation documents, and can be put to good use in many different places and occasions, including: module handbooks, at the start and end of each lecture, on each element of handout material, on tasks and exercises, assignment briefs and at the beginning of self-study, e-learning or flexible learning packages.

Formative Assessment & Feedback

Whilst it is still acknowledged that summative assessment has the potential to promote learning, 'its high stakes nature exerts pressure on students to behave strategically and focus on marks that may have a negative effect on their learning' (Bloxham, 2015, p. 109). In addition, the Higher Education Academy (2012) have recognised that assessment is at the heart of many challenges facing HE, and assert that it is not successfully meeting students' needs.

Formative assessment is understood to have a developmental purpose, and refers to assessment that is 'specifically intended to generate feedback on performance to improve and accelerate learning' (Nicol and Mcfarlane-Dick, 2006, p.199). The HEA (2012) have thus identified that shifting the balance from summative to formative assessment has the greatest potential to improve student learning.

A useful model of assessment and feedback is provided by Sambell, McDowell and Montgomery (2012) cited in Bloxham (2015, p. 110), which argues *assessment for learning* should:

- ✓ Be rich in formal feedback (e.g. tutor comment);
- ✓ Use high stakes summative assessment rigorously but sparingly;
- ✓ Develop students' abilities to evaluate their own progress;
- ✓ Offer extensive 'low stakes' confidence-building opportunities and practice;
- ✓ Be rich in informal feed feedback (e.g. peer review of draft writing).

Whilst the formative potential of feedback to raise performance is indisputable (Bloxham, 2015), research indicates that students often fail to engage with it (Gibbs and Simpson, 2004-5) despite research showing students value feedback (Weaver, 2006). Studies suggest that the lack of student engagement and satisfaction with the process is related to how and when it is delivered (Bloxham, 2015). Research findings point to the need to place more emphasis on the notion of feedforward (Hounsell, 2007) and integrating feedback into teaching and learning activities (Bloxham, 2015). Moreover, a study by Nicol and Macfarlane-Dick (2006) reinterprets the assessment and feedback processes with a view to students become 'self-regulated learners' whereby they have a proactive rather reactive role in generating and using feedback, which they posit students are already doing via assessing their own work and generating their own feedback (p.199).

Implementation: *Description and evaluation of the change undertaken?*

After completing my research activity (A5) I commenced the planning and implementation phases, again mirroring the Action Research model in Figure 1. The activities I undertook during these phases included the four remaining UKPSF's areas of activities (A1-4). Described below are the steps I took in chronological order and the rationale behind my decision making.

Planning Phase

I commenced the planning phase by reviewing the teaching resources (e.g. lecture slides and seminar tasks) from 2017-18 in order to identify gaps, weaknesses and areas that need refreshing, whilst referring to the module aims and learning outcomes to ensure constructive alignment (Biggs, 1999, 2003). I also reviewed the latest academic and industry publications in order to enhance my core subject knowledge (K1) and made any necessary changes to the Module Handbook and reading list.

My next task was to update the virtual learning environment (VLE) for the module, where students gain access to the module essentials (handbook, staff contact information), reading resources, seminar guidelines, assessment briefs and submission points, as well the weekly lecture slides.

An important planning task was to ensure that constructive alignment between the scheduling of the teaching (lecture and seminar subjects) and the timing of the formative assessment and feedback (see Appendices A & B). The final important planning task was to confirm the teaching team to deliver the lectures, seminars, and assessment feedback and marking.

Implementation Phase

The majority of the lectures were delivered by myself as I felt the students would benefit from some continuity at the start of their HE education and I wanted to ensure that the core concepts and theories were adequately covered and aligned with their learning outcomes. However, I utilised colleagues to deliver lectures on their subject specialisms as their motivation would heighten student engagement, as does a team teaching approach (Somers and Campbell, 1996). I also invited one industry guest speaker to present and ensured. I also included appropriately timed quest and answer activities (see Appendix G) every week to encourage active learning (Exley and Dennick, 2004; Riebe et al., 2013).

Each lecture finished by recapping the key points in order to consolidate the learning outcomes and by reminding students of their independent study preparation for their weekly seminars (see Appendix F for examples).

The weekly seminar preparation and in class tasks were primarily connected to the formative and summative essays, to achieve constructive alignment between the teaching and assessment processes (see Appendix H for an example).

Students submitted their formative assessments via Turnitin and received feedback from tutors via this as well, regarding the main areas they had both done well at and needed to improve. A basic marking rubric was also used to provide clear and simple feedback (see Appendix E). Tutors also facilitated peer-feedback activities during seminars to ensure feedback was both rich and informal (Sambell et al, 2012). The summative assessment represented a culmination of the continuous formative feedback process and these essays were marked by the Seminar Tutors and moderated by myself to ensure consistency of marks.

Evaluation Phase

A mixed methods approach was taken to the module evaluation, which entailed a Tutor led student focus groups and standardised 29 item questionnaire survey instrument being administered during the final week of term (see Appendix D). A register was also taken during every lecture and seminar to monitor attendance and, whilst I also gained informal feedback from colleagues during the course of the term.

Initial analysis of the questionnaire survey results (Table 1 below) has been very positive, although the 2017-18 ratings appear to have be slightly better, which is disappointing.

Table 1: Questionnaire survey results comparison.

	2017-18	2018-19	% diff.
Percentage of students that agreed with the statement 'lecturers/tutors are good at explaining things'	84%	76%	- 8%
Percentage of students that agreed with the statement 'the content of the module enabled me to meet the Learning Outcomes'	87%	81%	- 6%
Percentage of students that agreed with the statement 'I have received sufficient advice and guidance from staff in relation to the module'	81%	72%	-9%
Samples	n=31	N = 21	

A simple thematic analysis of the qualitative results from the focus groups (Table 2) highlights the students' perceived strengths and weaknesses of the module, which supports the earlier literature review findings regarding the need for more interactive lectures (Exley and Dennick, 2004; Laist, 2015; Riebe *et al.*, 2013) and frequent formative assessment opportunities (Bloxham, 2015; Nicol and Macfarlane-Dick, 2006).

Strengths	Weaknesses
Academic writing support	Didactic lectures
Formative assessment – progression from short essays	Seminars too long
Seminar activities	Feedback delays
Guest speakers	

Final thoughts and what next?

I have enjoyed leading this module for the past two academic years as I have been able to draw on my previous industry experience. The experience has also been very useful for me in terms of my professional development, providing me with a very good insight to teaching, assessment and feedback practices in HE. I consequently now have a much better understanding of active learning, formative assessment and constructive alignment.

This module will not unfortunately be delivered in future as the BA Sports Development degree will be integrated within a new BA Sports Management Degree from September 2019. I am, however, confident that I can use a lot of the teaching resources and practices on new modules I will be leading and in my other lecturing role at UWTSD.

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Appendix A: Module Handbook



Cardiff Metropolitan University

SSP4004 Introduction to the Sport Development

Module Handbook

Sports Coaching – **Compulsory/Optional**
Sport Development – **Compulsory**
Sports Studies – **Optional**
Sport and PE – **Optional**
Sport Management – **Optional**

**Academic Year
2018/19**

SSP4004 Introduction to Sport Development

1.0 Aims of the Module

The aim of this module is to develop a basic understanding of sport development by introducing some of the key issues related to the subject area. The module will be taught in 3 blocks, focusing on the 3 main areas of sport development: school, community and elite sport development.

2.0 Learning Outcomes

By the end of this module students should be able to:

1. Demonstrate a basic understanding of sport development and its key aims/purpose
2. Demonstrate a basic understanding of the different settings/environments in which sport is developed and the relationship between them
3. Identify a rationale for sport development and explain its potential impact/outcomes
4. Demonstrate key academic and personal skills as a result of engagement in lectures, directed study, seminars and formative assessment and feedback.

3.0 Teaching Team

Module Leader: Matthew James

<u>Staff</u>	<u>Room Number</u>	<u>Email</u>
Matthew James (PT)	V1.06	mrjjames@cardiffmet.ac.uk
Suzy Drane	S0.14	sdrane@cardiffmet.ac.uk
James Thie	V1.06	jthie@cardiffmet.ac.uk
Alex McInch	V1.06	amcinch@cardiffmet.ac.uk
Ellyse Hopkins (PT)	E1.05	Ehopkins@cardiffmet.ac.uk

*PT = Part time staff member

4.0 Teaching and Learning Methods

Learning and Teaching Methods: Range of learning methods (including directed study) and expected scheduled contact time on each:

Learning Method	Rationale	Type of contact (scheduled/non contact)	Total hours
Lead lectures	To provide content related knowledge and a starting point from which students are motivated to explore further.	Scheduled	12
Guided Independent Study	To develop skills of inquiry to enhance the knowledge and understanding developed during lectures and facilitate the process of becoming an independent/autonomous learner.	Non-contact	152
Seminars	To provide an opportunity to actively contribute to/engage in learning within a small group setting, via discussions with both peers and the seminar tutor(s). These sessions are student-led and facilitated by the tutor and provide a good opportunity to develop a good level of rapport with both peers and tutors.	Scheduled	24
E-learning	To engage students outside of formal contact times and develop knowledge and understanding in addition to personal and professional skills.	Non-contact	12

5.0 Teaching Schedule –

Teaching schedule

This module runs in term 1 only and is therefore more time intensive than year long modules. Each week there will be a 1 hour lead lecture and a 2 hour seminar. There will be work to complete before every seminar.

Lecture

Group / Programme(s)	Day	Time	Room	Teaching weeks
All	Monday	4-5pm	B0.04	1-12

Seminar

Seminars (x10) will run from weeks 2-11 and your allocated slot will appear on your timetable

6.0 Directed Reading

Required Reading:

Hylton, K. (ed) (2013). *Sports Development: Policy, Process and Practice (3rd ed)*. London: Routledge [Ebook Available]

Trimble, L., Buraimo, B., Godfrey, C. and Minten, S. (2010). *Sport in the UK*. Exeter: Learning Matters

Recommended Reading:

Baker, J., Cobley, S. and Schorer, J. (eds) (2011). *Talent Identification and Development in Sport: International Perspectives*. London: Routledge.

Collins, M. (2010). *Examining Sports Development*. Oxon: Routledge. [Ebook Available]

Hill, M. (2007). *In Pursuit of Excellence: A student guide to elite sports development*. London: Routledge.

Holt, N. and Talbot, M. (eds) (2011). *Lifelong Engagement in Sport and Physical Activity: Participation and Performance Across The Lifespan*. London: Routledge.

Houlihan, B. (2008). *Sport and Society: A student introduction (2nd ed)*. London: Sage.

Houlihan, B. and Green, M. (eds) (2010). *Routledge Handbook of Sports Development*. London: Routledge. [Ebook Available]

Humphrey, J. (2012). *Child Development through Sport*. London: Routledge.

Nicholson, M., Hoye, R. and Houlihan, B. (eds) (2010). *Participation in Sport*. London: Routledge

Parker, A. and Vinson, D. (2013). *Youth Sport, Physical Activity and Play*. London: Routledge

Useful Journals:

[*Leisure Studies*](#)

[*Managing Leisure*](#)

[*Sport in Society*](#)

[*Sport, Education and Society*](#)

7.0 Assessment

The module will be assessed by 2 pieces of written coursework. The portfolio will consist of a series of formative pieces of work completed as part of guided independent study and seminars, all of which will be related to the second piece of coursework (essay). This is to encourage maximum engagement with all aspects of the module promoting continuous learning and development. Oral feedback will be provided during seminars (thus, feedback will be frequent and developmental throughout the module). The essay is the culmination of the learning undertaken throughout the module and will provide students with an opportunity to demonstrate the extent of their learning as a result of engagement in lectures, independent study, seminars and the accompanying feedback. This provides students with adequate time to develop the required knowledge, understanding and key skills, enabling students to fulfil their potential.

Module	Assessment Code	Assessment Type	Assessment weighting	Submission Date	Time of Submission	Method of Submission	Return Date
SSP4004	PORT 1	Contribution	20%	Weeks 2-11	NA	NA	NA
SSP4004	PORT 1	Short Essay 1	4%	12 th Oct	Before 10pm	Turnitin	26 th Oct
SSP4004	PORT 1	Short Essay 2	4%	2 nd Nov	Before 10pm	Turnitin	16 th Oct
SSP4004	PORT 1	Short Essay 3	4%	23 rd Nov	Before 10pm	Turnitin	7 th Dec
SSP4004	WRIT 1	Essay	60%	17 th Dec	Before 2pm	Turnitin	26 th Jan

PORT 1 – Contribution (20%)

The contribution marks comprises of attendance in seminars and engagement in preparatory seminar tasks and in-class seminar tasks. Tutors will keep a register of students who attend each seminar and have completed the required work.

PORT 1 – 3 Short Essays (20%)

Students are required to submit 3 short essays over the course of term 1. These essays will build on the lecture and seminar content/discussions/work. Feedback provided on each will facilitate continuous improvements in subsequent submissions. Each short essay relates to a sub-section of WRIT1 (essay). Therefore, PORT1 is a form of continuous assessment. Students are required to consider the feedback provided from their portfolio (short essay) submissions in order to produce WRIT1 at the end of the module.

The short essay question titles are as follows:

Short Essay 1: 750 words (7.5% contribution weighting)

Part 1 (500 words): Identify the main purpose of sport development and evaluate whether models such as Cote's Development Model of Sports Participation (2006) and Cooke's Hosue of Sport (1996) better reflect the reality of participation and development in sport than the traditional sports development continuum (pyramid).
Part 2 (250 words): Identify a good industry example of a sports participation models and evaluate its main purposes.

Short Essay 2: 750 Words (7.5% contribution weighting)

With reference to one country in the UK, identify one example of how sport is delivered in either a school, community or elite environment and provide an evaluative summary of how it contributes to the overall aims of sport development (750 words). (Please note: only select one environment and one example).

Short Essay 3: 500 words (5% contribution weighting)

Effective sport development produces an array of benefits in relation to both sport and the wider community. Identify and explain one benefit associated with school sport, one benefit associated with community sport and one benefit associated with elite sport (500 words).

Further guidance and marking criteria will be provided during seminar sessions.

WRIT 1 – Essay (60%) 3000 words

It is important to recognise the policies, processes and practices associated with developing sport in the UK. Drawing on the portfolio submissions and associated feedback, follow the guidance below to demonstrate your understanding of the concept of sport development, how sport is developed in the UK and the potential impact of sport development practices.

Please select from **one** of the three questions below depending on whether you want to focus your discussion around school, community or elite sport. Make sure you answer all parts of the question:

QUESTION ONE

Introduction

Sport development models reflect the process of sport participation. With this in mind, identify the main aims of sport development and explain how Cote's Development Model of Sports Participation (DMSP) more accurately reflects the reality of participation in sport than the Traditional Model of Sports Development (500 words)

Sport Development in Practice

With reference to **one** UK country and **one** example, explain how sport is delivered in a school environment and evaluate its contribution to the main aims of sport development (1350 words)

Benefits of Effective Sport Development

Effective sport development produces an array of benefits in relation to both sport and the wider community. With reference to your earlier discussion, identify and explain three benefits of sport (750 words)

Conclusion

Based on the above discussion, provide an overview of what sport development is, how sport is delivered in your chosen environment and the benefits associated with this (400 words)

QUESTION TWO

Introduction

Sport development models reflect the process of sport participation. With this in mind, identify the main aims of sport development and explain how Cote's Development Model of Sports Participation (DMSP) more accurately reflects the reality of participation in sport than the Traditional Model of Sports Development (500 words)

Sport Development in Practice

With reference to one UK country and one example explain how sport is delivered in a **community environment** and evaluate its contribution to the main aims of sport development (1350 words)

Benefits of Effective Sport Development

Effective sport development produces an array of benefits in relation to both sport and the wider community. With reference to your earlier discussion, identify and explain three benefits of sport (750 words)

Conclusion

Based on the above discussion, provide an overview of what sport development is, how sport is delivered in your chosen environment and the benefits associated with this (400 words)

QUESTION THREE

Introduction

Sport development models reflect the process of sport participation. With this in mind, identify the main aims of sport development and explain how Cote's Development Model of Sports Participation (DMSP) more accurately reflects the reality of participation in sport than the Traditional Model of Sports Development (500 words)

Sport Development in Practice

With reference to UK Sport, explain how sport is developed in an **elite environment** and evaluate the contribution of elite sport to mass participation (1350 words)

Benefits of Effective Sport Development

Effective sport development produces an array of benefits in relation to both sport and the wider community. With reference to your earlier discussion, identify and explain three benefits of sport (750 words)

Conclusion

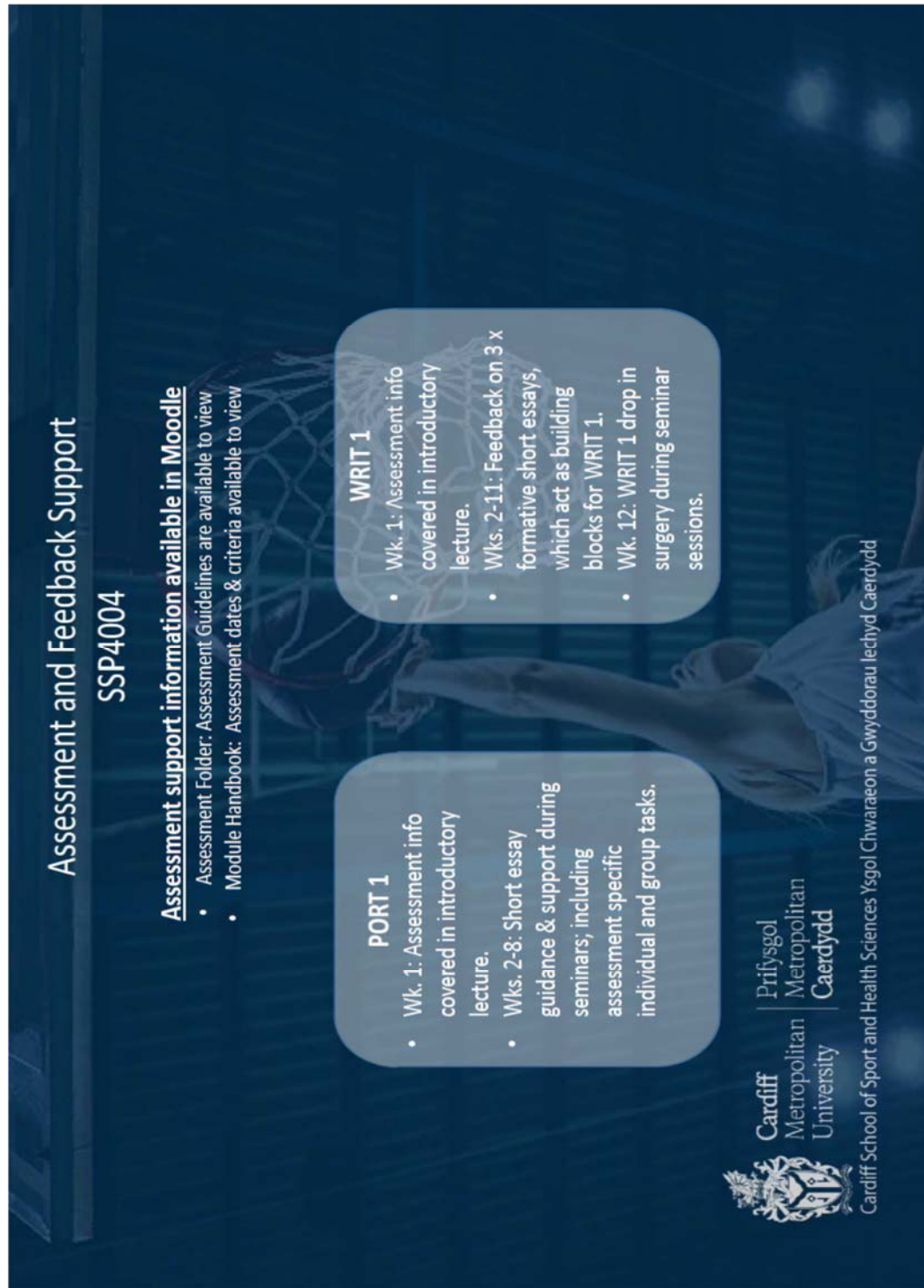
Based on the above discussion, provide an overview of what sport development is, how sport is delivered in your chosen environment and the benefits associated with this (400 words)

Further guidance and marking criteria will be provided during the coursework help lecture and seminar sessions.

Appendix B: Lecture Schedule

Teaching Week	Week commencing	Lecturer	Sessions Details
1	24/09/2018	Matt James	Module Overview & Introductions
2	01/10/2018	Matt James	Sports Development Models: Theory & Practice
3	08/10/2018	Matt James	Introduction to Community Sport Development
4	15/10/2018	Suzy Drane	Introduction to PE and School Sport
5	22/10/2018	Matt James	Introduction to Elite Sport Development
6	29/10/2018	Matt James	Volunteers and Sport
7	05/11/2018	Fay Benningwood & Sophie Grosvenor	Sport & Social Inclusion: Sport Cardiff
8	12/11//2018	Matt James	Benefits of Sport Development
9	19/11/2018	Dr. Alex McInch	Free Swimming Initiative
10	26/11/2018	Andy Evans	Sports Policy: Ideas into action
11	03/12/2018	Matt James	Partnership Working
12	10/12/2018	Matt James	Future Challenges in SD and Assessment Recap

Appendix C: Summary of Assessment Support and Feedback



Assessment and Feedback Support

SSP4004

Assessment support information available in Moodle

- Assessment Folder: Assessment Guidelines are available to view
- Module Handbook: Assessment dates & criteria available to view

PORT 1

- Wk. 1: Assessment info covered in introductory lecture.
- Wks. 2-8: Short essay guidance & support during seminars; including assessment specific individual and group tasks.

WRIT 1

- Wk. 1: Assessment info covered in introductory lecture.
- Wks. 2-11: Feedback on 3 x formative short essays, which act as building blocks for WRIT 1.
- Wk. 12: WRIT 1 drop in surgery during seminar sessions.



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Appendix D: Module Evaluation Questionnaire



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2018-19 MODULE EVALUATION QUESTIONNAIRE

As part of our commitment to putting students at the heart of their experience we'd like you to fill in this short questionnaire about your module.

This questionnaire has been designed to allow anonymity. Should you choose to include your name, any feedback obtained will be held and processed confidentially in accordance with the Data Protection Act 1998.

Programme of Study	
Module Code	
Module Name	

Please check the box below that best matches your level of attendance on the module:

Full attendance	Missed some of the teaching sessions	Missed half of the teaching sessions	Missed most of the teaching sessions	Did not attend at all
☐	☐	☐	☐	☐

Please check ONE box to indicate your opinion about each statement with regard to this module.

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	N/A
Your contribution						
1. You were sufficiently prepared for the module's sessions.	☐	☐	☐	☐	☐	☐
2. You made appropriate contributions to the module's sessions	☐	☐	☐	☐	☐	☐
The teaching on my module						
3. Lecturers/tutors are good at explaining things.	☐	☐	☐	☐	☐	☐
4. Lecturers/tutors have made the subject interesting.	☐	☐	☐	☐	☐	☐
5. The module has challenged me to achieve my best work.	☐	☐	☐	☐	☐	☐
6. The module is intellectually stimulating.	☐	☐	☐	☐	☐	☐
Module content and structure						
7. The content of the module enabled me to meet the Learning Outcomes.	☐	☐	☐	☐	☐	☐
8. The module has provided me with opportunities to explore ideas or concepts in depth.	☐	☐	☐	☐	☐	☐
9. The module has provided me with opportunities to bring together information from different topics.	☐	☐	☐	☐	☐	☐
10. The overall structure of the module was clear and coherent.	☐	☐	☐	☐	☐	☐
Module delivery and organisation						
11. The aims and learning outcomes of the module were clearly stated.	☐	☐	☐	☐	☐	☐
12. Teaching methods were appropriate to the subject matter of the module.	☐	☐	☐	☐	☐	☐

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	N/A
13. I have had the right opportunities to work with other students as part of this module.	☐	☐	☐	☐	☐	☐
14. The module has been well organised.	☐	☐	☐	☐	☐	☐
15. Any changes in the teaching or timetable for the module have been communicated effectively	☐	☐	☐	☐	☐	☐
Assessment and feedback						
16. Marking and assessment have been fair (if you've only recently submitted or are about to submit, please check the N/A box).	☐	☐	☐	☐	☐	☐
17. The criteria used in assessment/markings have been specified clearly in advance of submission.	☐	☐	☐	☐	☐	☐
18. Feedback on my work has been timely (i.e. within 20 term-time days of submission) (if you are not yet due to receive feedback then please check the N/A box).	☐	☐	☐	☐	☐	☐
19. Where I have received feedback on my work, comments have been helpful (if you are not yet due to receive feedback then please check the N/A box).	☐	☐	☐	☐	☐	☐
Your voice						
20. My feedback on the module is listened to and valued	☐	☐	☐	☐	☐	☐
21. It is clear to me how my feedback on this module will be acted upon	☐	☐	☐	☐	☐	☐
Academic support						
22. I have received sufficient advice and guidance from staff in relation to the module.	☐	☐	☐	☐	☐	☐
23. I have been able to contact staff when I needed to.	☐	☐	☐	☐	☐	☐
24. Support materials on Moodle (handouts, assessment briefs, etc.) were accessible and relevant.	☐	☐	☐	☐	☐	☐
Resources						
25. I have been able to access specialised equipment, facilities, or rooms when I needed to for this module (if applicable).	☐	☐	☐	☐	☐	☐
26. The library resources (e.g. books, online services and learning spaces) have supported my learning well on this module.	☐	☐	☐	☐	☐	☐
27. The IT resources and facilities provided have supported my learning well on this module.	☐	☐	☐	☐	☐	☐

Were there any parts of the module that were especially good?
Are there any things you think we could do to improve and enhance the module?

Thanks for your responses.

Appendix E: Formative feedback rubric for Short Essay 1

	Red	Amber	Green	Gold
Content: Identify the main purpose of sport development and explain how Cote's Development Model of Sports Participation (DMSP) better reflects the reality of participation in sport than the Traditional Model of Sports Development 80%	Your response demonstrates a limited understanding of sport development and you fail to refer to any academic literature in the text. The essay was poorly articulated.	Your response demonstrates a sound understanding of sport development and its purpose and you attempt to refer to academic literature in the text although this could have been better articulated.	Your response demonstrates a very good understanding of sport development and its purpose and you refer to academic literature in the text. On the whole, the essay was well articulated but could have been more academic in nature.	Your response demonstrates an excellent understanding of sport development and its purpose and you refer to academic literature in the text. The work is extremely well articulated and written in a mature academic style.
General Presentation: Your work should be typed in size 12 font (either in Aerial or Times New Roman), the text should be justified, there should be page numbers on each page and your line spacing should be set to 1.5. 20%	Very poor standard of presentation throughout - you have not justified the text, written in the appropriate font style or size, set your line spacing to 1.5 or double or included page numbers.	Soundly presented work with some faults in presentation – two or three of the following have not been adhered to: justified the text, written in the appropriate font style or size, set your line spacing to 1.5 or double or included page numbers.	Well-presented work, with only very minor errors - one of the following has not been adhered to justified the text, written in the appropriate font style or size, set your line spacing to 1.5 or double or included page numbers.	Excellent standard of presentation throughout - you have justified the text, written in the appropriate font style or size, set your line spacing to 1.5 or double and included page numbers.

Appendix F: Sample of slides signposting students to seminar tasks

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Seminar 3 Preparation Task

Complete the following task and bring it (hard copy or electronic) to your seminar in week 3:

Read Chapter 6 in Hyton (2013) on School Sport and PE, Sport Development, Policy and Process and complete the following task.

In your own words, write a brief summary of the following school sport and PE delivery mechanisms:

- a) NCPE (National Curriculum for PE)
- b) PE School Sport & Young People (PESSVP)
- c) SS (School Games)
- d) Dragon Multi Skills & Sport
- e) Sx60
- f) Young Ambassadors (YAs)
- g) Physical Literacy Programme for Schools (PLPS)

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Introduction to Sports Development

Seminar 4 (2018-19): PE & School Sport (PESS)



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Task 1: Knowledge & application

Working in small groups (3 or 4's)

- Share & discuss the information you have collated on PE & School Sport programmes in your SS task & complete the table

Name of programme	Brief of programme	Which country (Eng/Wales/Scot)	What age group?	Where & when does this take place?	Further notes

Seminar 4: Preparation

- Locate, download and read the following article using the e-library:
Rainer, P., Griffiths, R., Cropley, B. and Jarvis, S. (2015) Barriers to Delivering Extracurricular School Sport and Physical Activity in Wales: A Qualitative Study of Sx60 Officers' Views and Perspectives. *Journal of Physical Activity and Health*, 12 (2): pp. 245-252
- Make notes on the following:
 - The approach the initiative took to delivering sport in schools
 - The challenges faced by those responsible for delivering the initiative

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Seminar 5 Preparation: Elite Sport

- Use the UK Sport website to answer the following:
 - Explain how UK Sport attempt to identify talent
 - Identify an example of a talent ID programme
 - Provide a summary of an athlete success story that is linked to talent ID
 - Explain how identified talent then gets developed further.
- Select an Olympic Sport, undertake internet research and provide an overview of how the NGB help to develop elite athletes.

Appendix G: Sample of Q&A slides used during lectures

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What is Sport?

In pairs, discuss and write down
a definition

No I.T. allowed

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Task: discuss in pairs

1. What purpose do these models serve?
2. Who are they aimed at?

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Q. Who is involved in CSD provision?

Discuss in pairs and list as many
organisations as you can.

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Think back to your own experience of PE...

- What were you taught?
- How was it delivered?
- Did everyone engage? Why/ Why not?
- What was the focus in your school?
- Did you learn beyond school?

Discussion questions

Q. Does Gb's Olympic success represent good value for money (ROI)?

Q. Should "wealthy" athletes like Jess Ennis & Mo Farah still receive Lottery funding?

Q. Should more Lottery funding be invested in grassroots sport?

Q. Are some sports disadvantaged by UK Sport's "no compromise approach"?

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Q. What are the benefits of volunteering to the individual volunteer themselves?

Discuss in pairs.



Appendix H: Sample of slides (instructions) given to Seminar tutors

Introduction to Sports Development (SSP4004)
Seminar 5: Elite Sport



Content & Study Skills Tasks

Short Essay 2: Due Fri 2nd Nov: 2pm

750 words; weighting 7.5%

With reference to one country in the UK, identify one example of how sport is delivered in either a community, elite or school environment (only select one environment) and provide an evaluative summary of how it contributes to the overall aims of sport development (750 words).

Seminar 5 Preparation: Elite Sport

1. Use the UK Sport website to answer the following:
 - a) Explain how UK Sport attempt to identify talent
 - b) Identify an example of a talent ID programme
 - c) Provide a summary of an athlete success story that is linked to talent ID
 - d) Explain how identified talent then gets developed further
2. Select an Olympic Sport, undertake internet research and provide an overview of how the NGB help to develop elite athletes

Task 1 - Content

- In your groups, draw on lecture discussions & your independent research & complete the following:
 1. Confirm your understanding of elite sport.
 2. Explain who UK Sport are and what their main aims are.
 3. Drawing on relevant examples, explain how UK Sport help to identify and develop talent.
 4. Drawing on examples, explain how NGB's help to develop their own athletes at an elite level.

Task 2 – Study Skill (synthesis of literature)

- In your groups, scan read the 3 articles on Moodle (see the elite section of the Reading folder) and pull out key sentences that support the view that elite sport promotes mass participation.
- Drawing on all of the articles, develop a paragraph to explain how elite sport contributes to mass participation.

Debate (optional)

Ed Warner, the former head of UK Athletics, recently claimed that the UK's Olympic funding model is "bloated" and "flawed," and requires a "radical overhaul" in order to end both the dependency on the National Lottery and enable the funding of smaller/less successful sports. What do you think?

- Are Olympic sports being over funded?
- Should more Lottery funding be invested in extra curricular school sport?
- Has elite sport become too elitist?

<https://www.theguardian.com/sport/2016/nov/25/olympic-sport-funding-bloated-radical-overhaul-ed-warner-uk-athletics>

TASK 6

**Signed testament confirming
80 hours teaching**



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

Yr Athro | Professor Medwin Hughes DL DPhil DPS FRSA FLSW
Is-Ganghellor/Vice-Chancellor

Re. Matthew James PGCert HE Teaching Hours 2017-18

To whom it may concern

Please accept this letter as confirmation that Matthew James has completed comfortably in excess of the 80 hours teaching required for the PGCert HE programme during the current academic year 2017-18.

Yours sincerely,

A. Thomas

Andrew Thomas
BSc, MBA, PGCE, FHEA
Senior Lecturer in Sports Management (Tracksuit to Boardroom)
Sports Portfolio Director Swansea
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