



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

# Academic, Industry & Digital Skills

## Week 18

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*Trawsnewid Addysg, Trawsnewid Bywydau*  
*Transforming Education, Transforming Lives*

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# Learning Objectives

By the end of this lecture, you will be able to:

- Plan and structure your presentation effectively
- Critically reflect on your skill development to date
- Use Microsoft Teams to deliver a successful live presentation



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# Assignment 2 – Presentation

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# Assignment 2

**Live Presentations: Thursday, 30<sup>th</sup> April (all day)**

**Submission Deadline: Friday, 1<sup>st</sup> May, by 23:59pm**

- Presentations will be delivered live via Microsoft Teams
- You will be allocated a timeslot for the day (no lecture)



**! Important: Do not make changes to your slides once you have presented. !**

# TASK DESCRIPTION

## Presentation

You are required to prepare and deliver a **10-minute individual presentation**. In your presentation, you should reflect on:

- How the *Academic, Industry, and Digital Skills* module has helped prepare you for university.
- The key skills you have developed during this module.

Your presentation must cover **at least the following areas**:

1. **One academic skill** (e.g. time management, academic writing, academic integrity etc.).
2. **One industry skill** (e.g. teamwork, communication, awareness of professional expectations in the tourism, events, or leisure sectors etc.).
3. **One digital skill** (e.g. use of digital tools for research, e-learning etc.).

In your presentation, you should:

- **Describe** the chosen skills and explain why they are important.
- **Reflect** on how you have developed these skills during the module and what you found most valuable in the learning process.
- **Analyse** how these skills will support your ongoing academic journey.
- **Evaluate** how they can be transferred to professional contexts or placement opportunities, particularly within the tourism, events, or leisure industries.

## Presentation Requirements

- Length: The presentation should last **10 minutes** (+/-10% = 1 minute)
- References: A minimum of **7 academic references** is required (excluding images, photos etc.)
- You should use **PowerPoint** (or another digital presentation tool) to support your talk.
- The presentation should be delivered in a **professional manner**, making use of clear communication, structured organisation, and appropriate visual aids.
- Narration and reflection should be in the **first person**, but the explanation and analysis of skills should maintain an academic tone.

## Assessment Criteria

Your presentation will be assessed on the following:

- **Content and Understanding:** Clear explanation of chosen academic, industry, and digital skills with relevant examples.
- **Reflection and Application:** Evidence of personal reflection on what was learned, with thoughtful links to future academic study and professional practice/placement opportunities.
- **Structure and Organisation:** Logical flow, clarity of key points, and effective use of presentation slides.
- **Delivery and Communication:** Confident presentation style, appropriate pace, tone, and professional use of digital tools.

# What is Reflection?

**Reflection** is the process of thinking critically about one's experiences, practices, actions or knowledge in order to gain insight and improve future understanding or performance.

Reflection moves beyond ***what happened*** to explore ***why it happened*** and ***what can be learned from it***.

Reflective practice is the ability to reflect on your actions in order *to engage in a process of continuous learning*.

It can:

- ✓ help you challenge assumptions and become more creative
- ✓ help you identify your strengths and weaknesses
- ✓ help you identify personal and professional goals

(Cottrell, 2019)

## Guidance Notes

- Aim for around **8-10 slides**, with one key idea per slide.
- Use a balance of text, visuals, and examples to keep your audience engaged.
- Practice your timing to ensure you stay within the 10-minute limit.
- Consider applying a **reflective model** from classroom learning to structure your reflective element.
- Remember to reference any external sources (e.g. definitions, frameworks, or case studies) in line with the **Harvard Referencing style**. Images used within your presentation must also be referenced accordingly.

## Tips:

- Your lecturer will be assessing you on your knowledge and understanding of the topic. The information included on the slides should be limited and only there as a visual aid to remind you about what is to be discussed and also remind the audience of the main points.
- Consider limitations of time. You cannot possibly discuss everything you have researched about the topics in great depth – choose what to include carefully.
- Poor planning or a lack of planning results in students falling behind with assignments and deadlines being missed.

# Understanding the Assignment

This presentation isn't just a “show what you know” task – it's about **reflection, application, and linking theory to practice**. You're asked to:

1. Identify **one academic skill, one industry skill** and **one digital skill**.
2. Explain each skill, why it matters and how you developed it.
3. Reflect on how each skill will help you in **future academic and professional contexts**.
4. Use **theories or frameworks** learned in the module to strengthen your analysis.

Think of it as telling a story: *“Here's the skill, here's how I developed it, here's why it matters for me now and for my future career.”*

# Introduction

- Purpose of the presentation
- Overview of the module
- Skills to be discussed:
  - **Academic Skill**
  - **Industry Skill**
  - **Digital Skill**
- Structure of the presentation

**INTRODUCTION**

# Academic Skills

**Step 1: Choose a skill.** Examples include (but are not limited to):

- Time management
- Academic writing
- Academic integrity
- Research skills
- Critical thinking

**Step 2: Explain the skill and its importance.**

Example for **time management**:

*Time management is the ability to plan and allocate time effectively to complete tasks efficiently. In university, this skill is essential to meet deadlines, balance multiple assignments, and reduce stress (Claessens et al., 2007).*

# Academic Skills (contd.)

## Step 3: Reflect on your development.

Link to module activities, e.g.:

- Weekly workshops and activities
- Using tools like Gantt charts or calendars to track tasks
- Challenges faced (e.g. procrastination) and how you overcame them.

## Step 4: Analyse future academic benefit.

*Developing time management allows me to schedule complex and prepare for assignments without last-minute stress, improving overall academic performance.*

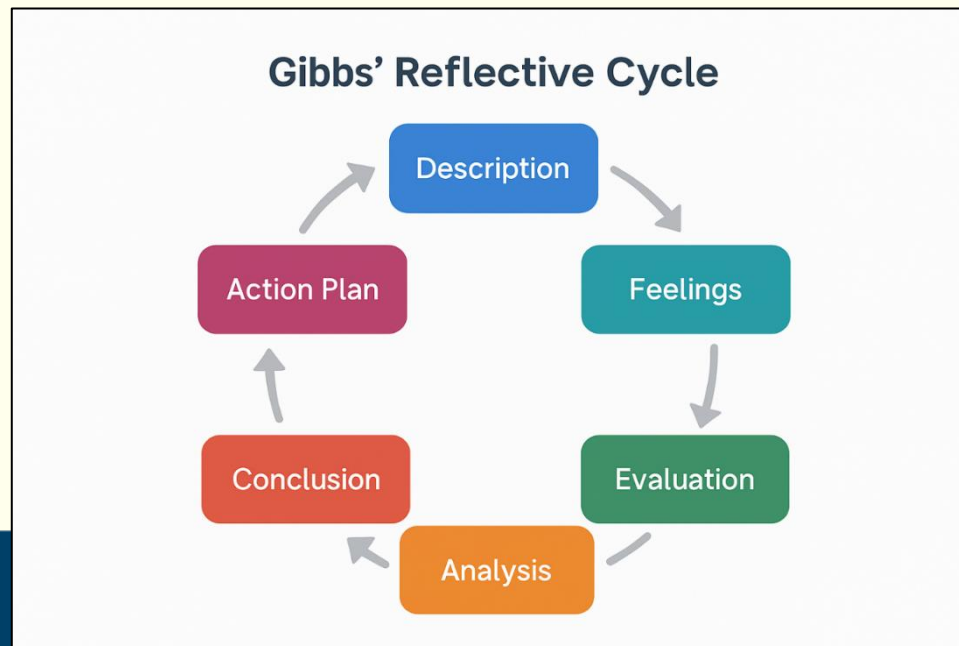
# Academic Skills (contd.)

## Step 5: Evaluate transferability to professional contexts.

*In the tourism industry, time management ensures that events or client projects run on schedule, which is crucial for customer satisfaction and operational efficiency.*

**Tip:** Include a reflective model (e.g. **Gibbs' Reflective Cycle**) to structure your reflection:

describe → feel → evaluate → analyse → conclude → action plan



# Industry Skills

**Step 1: Choose a skill.** Examples include (but are not limited to):

- Teamwork
- Communication
- Leadership
- Professional awareness (dress code, ethics, punctuality)

**Step 2: Explain the skill and its importance.**

Example for **teamwork**:

*Teamwork is the ability to collaborate effectively with others to achieve shared goals. In professional settings, strong teamwork improves productivity, problem-solving and employee satisfaction (Salas et al., 2015).*

# Industry Skills (contd.)

## Step 3: Reflect on your development.

- Participated in group projects or simulations during the module
- Learned to resolve conflicts, assign roles and respect different perspectives

## Example using Tuckman's Model:

Tuckman (1965) describes stages of team development: **forming** → **storming** → **norming** → **performing** → **adjourning**

In a group task during the module, the student might reflect:

“During our Marshmallow Spaghetti challenge, we started in the **forming stage**, introducing ourselves and discussing ideas. Conflicts arose during the **storming stage** when opinions differed, but we resolved these by establishing clear roles and responsibilities (**norming**). By the end, our team worked efficiently together (**performing**), successfully completing the task.”

**Link to learning:** This reflection shows understanding of team dynamics and personal growth in adapting to different stages.

# Industry Skills (contd.)

## Step 4: Analyse Academic Application

*Understanding team dynamics helps in group assignments, managing conflicts and distributing tasks fairly.*

## Step 5: Professional Application

*Teamwork is essential in the events sector, where successful events rely on coordinated efforts between staff, vendors and clients.*

**Tip:** Use an example of a **real project** you worked on during the module – describe what you did, how you contributed and the outcomes.

# Digital Skills

**Step 1: Choose a skill.** Examples include (but are not limited to):

- Research tools (e.g. Google Scholar, library databases)
- E-learning platforms (e.g. Moodle, LinkedIn Learning)
- Digital communication tools (e.g. Microsoft Teams)
- Data presentation tools (Excel, PowerPoint, Canva)

**Step 2: Explain the skill and its importance.**

Example for **using digital tools for research**:

*Digital research skills allow students to locate, evaluate and use information effectively, which is critical for evidence-based assignments and professional decision-making (Head, 2013).*

# Digital Skills (contd.)

## **Step 3: Reflect on your development.**

- Learning how to navigate academic databases
- Evaluating sources for credibility
- Using referencing software (e.g. RefWorks)

## **Step 4: Analyse academic benefit.**

*Being proficient in research tools enables faster and more accurate assignment preparation, enhancing the quality of work.*

## **Step 5: Evaluate transferability.**

*In professional contexts, such as tourism research or event planning, digital skills support market research, competitor analysis and online promotion strategies (support with credible evidence).*

# Conclusion

- Summary of key skills developed
- Reflection on learning journey
- Importance for academic success
- Relevance to future career (travel/tourism/events)
- Final takeaway

**CONCLUSION**

**! Important: No new information! !**

# Linking Theory and Module Content

**What reflection  
models did we  
discuss?**

# Reflection Models

- **Gibbs' Reflective Cycle**
- **ERA Cycle**

## Asynchronous Learning:

- Kolb's Experiential Learning Cycle
- Schön's Reflection in-action/on-action Model

### Gibbs' Reflective Cycle



# Linking Theory and Module Content (contd.)

**What theories,  
models and  
techniques did we  
discuss?**

# Theories, Models & Techniques

## Time management:

- **Pomodoro Technique**
- **Eisenhower Matrix**

## Communication:

- **Shannon & Weaver's Transmission Model** (1940s) – how communication works
- **Mehrabian Model** (1967) – 55% of meaning is conveyed via body language (visual), 38% by tone of voice (vocal), and only 7% by words (verbal)
- **SOLER Technique** (1975) – **S**it Squarely, **O**pen Posture, **L**ean Forward, **E**ye Contact and **R**elax.

## Teamwork:

- **Tuckman's Stages of Team Development** (1965) – Forming, Storming, Norming, Performing and Adjourning
- **Belbin's Team Roles** – identifies nine distinct behavioural clusters

# Linking Theory and Module Content (contd.)

**What in-class  
activities,  
discussions or  
group tasks did we  
do in class?**

# In-Class Activities

For example:

- **Communication:** Origami Challenge
- **Teamwork:** Marshmallow Challenge
- **Interpersonal Skills:** Group activity
- **Other Transferable Skills:** Group activity
- **Academic skills:** Research activities, Harvard Referencing workshop, Excel workshop etc.



You may also include examples of how you developed your skills outside of lectures, such as working at university events.

## **Structure**

Please ensure your presentation includes all relevant elements:

**Title Page** (student name/ID, module name/code, assignment title, lecturer's name, date)

**AI Acknowledgement Statement** (please use the provided template)

**Introduction** (~1 minute)

**Main Body** (~8 minutes)

**Conclusion** (~1 minute)

**Reference List**



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# PowerPoint Demo

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# Canva Demo

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# GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

**NOTE:** The guidance offered below is linked to the five generic assessment criteria overleaf.

## 1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

**Guidance specific to this assessment:** *You must provide a minimum of 7 references for your part of the presentation, referring to the sources of information that informed your responses. If you are including any diagrams, and/or graphs, and charts, please remember to cite and include them in your reference list.*

## 2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

***Guidance specific to this assessment:*** *You should present in a way that demonstrates the extent of your research, and your knowledge and understanding of the topic at hand. The slides should only be used for guidance.*

### 3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

***Guidance specific to this assessment:*** *You will be assessed on your ability to respond to the topics for discussion with reference to appropriate evidence.*

#### 4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

***Guidance specific to this assessment:*** Marks will be awarded for relevant theories, models, and/or statistics used, and links made to the wider Tourism, Events, and Leisure industries to back up your discussion.

## 5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

***Guidance specific to this assessment:*** *Work should be coherent and structured in presentation and organisation with appropriate and consistent font style and size, and appropriately sized images.*

| Generic Assessment Criteria                               | Marks available | Marks awarded |
|-----------------------------------------------------------|-----------------|---------------|
| 1. Engagement with Literature Skills                      |                 |               |
|                                                           | 15              |               |
| 2. Knowledge and Understanding Skills                     |                 |               |
|                                                           | 30              |               |
| 3. Cognitive and Intellectual Skills                      |                 |               |
|                                                           | 15              |               |
| 4. Practical Application Skills                           |                 |               |
|                                                           | 20              |               |
| 5. Transferable Skills for Life and Professional Practice |                 |               |
|                                                           | 20              |               |

# Recap: Presentation Techniques

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**What presentation  
techniques do you  
remember?**

# Preparing a Presentation

- **Understand your audience**
  - Academic peers, industry professionals or general audiences
  - Tailor language, examples and depth accordingly
- **Define the objective**
  - Inform, persuade, inspire, entertain, demonstrate
- **Structure your content** (classic structure works well)
  - **Introduction:** Grab attention, state objectives
  - **Body:** one main point per slide with evidence/examples
  - **Conclusion:** Summarise key points, provide takeaways



**Top Tip:** Use the “*Tell them what you’ll tell them, tell them, tell them what you told them*” approach.

# Preparing a Presentation (contd.)

- **Research and In-text citations**
  - Ensure credibility of your sources
- **Time management**
  - Stick to your allotted time; practice with a timer!



# Design your Slides

## Guidelines for effective slides:

- Keep slides **simple and uncluttered**
- Use **visuals**: images, charts, infographics. Reference accordingly.
- Ensure all visuals support your point
- Limit text: **6 words per line, 6 lines per slide** (rough rule)
- Consistent **font, colour** and **layout**
- Avoid reading slides word-for-word – slides are cues, not scripts.
- Use transitions sparingly



# Delivery Techniques

## **Non-verbal skills:**

- Maintain eye contact
- Use natural gestures
- Stand/Sit confidently; avoid fidgeting (grab something to hold on to if needed)

## **Verbal skills:**

- Speak clearly, at a moderate pace
- Emphasise key points with pauses and intonation
- Avoid filler words: “um”, “like”, “you know”

# Delivery Techniques (contd.)

## Engaging the audience:

- Ask rhetorical questions or quick polls
- Tell a relevant short story or example
- Relate content to your experiences

# Practice Tips

- Rehearse in front of friends/family, a mirror or record yourself
- Time your presentation and adjust content
- Practice gestures, voice modulation (**tone, pitch, volume, pace**) and slide transitions

## Dealing with nerves:

- Practice deep breathing before starting
- Focus on the message, not yourself
- Visualise success



**What are the 5Ps of  
presenting?**

# Summary

## THE 5 P'S:

**Plan** thoughtfully, **prepare** thoroughly, **practice** diligently, **perform** dynamically, and deliver with **passion**.

Preparation + practice = **confidence!**

Clear structure + engaging delivery = **effective presentation!**

**Continuous improvement:** each presentation is a learning opportunity!



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# Microsoft Teams

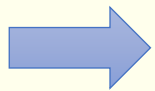


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# Step-by-Step

- **Join the Microsoft Teams meeting (individual time slot)**
- **Enable your camera**
- **Enable your microphone**
- **Share your slides**
- **Present!**



Your lecturer will record the presentation for you.



# Option 1: Share a PowerPoint file directly

(This way is best for presentations!)

This option lets you present using Teams' built-in PowerPoint Live experience, which gives you speaker notes, navigation, and keeps attendees from seeing notifications or other apps.

## How to do it

1. Join your **Teams meeting**.
2. In the meeting toolbar, click **Share** (the square with an arrow).
3. Under **PowerPoint Live**, choose:
  1. A recent file, or
  2. **Browse** → upload one from your computer or OneDrive.
4. Your slides will open with presenter tools:
  1. Speaker notes
  2. Slide thumbnails
  3. Laser pointer, pen, highlighter



# Demo

This video demonstrates how to **share and present PowerPoint slides** in a Microsoft Teams meeting using PowerPoint Live, giving presenters enhanced control and audiences interactive viewing options:

<https://support.microsoft.com/en-gb/office/share-slides-in-microsoft-teams-meetings-with-powerpoint-live-fc5a5394-2159-419c-bc59-1f64c1f4e470>

(Microsoft, 2026)

# Option 2: Share your screen or window

This shows exactly what's on your screen.

## How to do it

1. In the meeting, click **Share**.
2. Choose:
  1. **Screen** – shows everything on your monitor
  2. **Window** – shows only the app with your slides
  3. **Microsoft PowerPoint** – if opened, it will appear as a window

## Great for:

- ✓ Presenting from PowerPoint with animations/timing.
- ✓ Switching between apps during the presentation.





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# Microsoft Teams Demo



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|         |              |
|---------|--------------|
| Chenai  | 10:00-10:15  |
| Nealah  | 10:15-10:30  |
| Ethan   | 10:30-10:45  |
| Lily    | 10:45-11:00  |
|         | <b>break</b> |
| Beck    | 11:15-11:30  |
| Chelsea | 11:30-11:45  |
| Jess    | 11:45-12:00  |
| Rhiane  | 12:00-12:15  |
| Poppy   | 12:15-12:30  |
| Amber   | 12:30-12:45  |
|         | <b>lunch</b> |
| Chloe   | 13:30-13:45  |
| Leoni   | 13:45-14:00  |
| Ellie   | 14:00-14:15  |
| Lowri   | 14:15-14:30  |
| Favour  | 14:30-14:45  |
| Jo      | 14:45-15:00  |
|         | <b>break</b> |
| Niamh   | 15:15-15:30  |
| Keira   | 15:30-15:45  |
| Paige   | 15:45-16:00  |
| Nathan  | 16:00-16:15  |
| Nicol   | 16:15-16:30  |
| Liv     | 16:30-16:45  |

# Tips for a Successful Presentation

- Follow the assignment brief closely, including structure and time limits.
- Use an appropriate number of slides. Too few or too many can affect timing, especially if you are nervous. Practising with a timer is highly recommended.
- You must use a laptop or desktop PC to present; mobile phones are not permitted.
- Check your technical setup in advance. Make sure your laptop or desktop PC has a working camera and microphone, and that you know how to share your slides confidently.
- Choose a quiet environment for your presentation to avoid interruptions from family members or housemates in the background or pets jumping in front of the screen (believe me – I have seen it all!)
- **Practice, practice, practice!** The more familiar you are with your slides and timing, the more confident you will feel.

# Drafts

- I am happy to review drafts until **24<sup>th</sup> April (12pm)** if you would like feedback before presenting and submitting your work.
- Please remember to send them to me via email (the draft Turnitin link is for checking your work against Turnitin only, and any submissions will not be reviewed).



**Any questions?**

# Additional Support

- I am available over the Easter break to answer assignment queries or book 1:1s, **except from 3<sup>rd</sup> April to 15<sup>th</sup> April** (annual leave). Please email me if you wish to schedule a session.
- We also have **one more lecture on Thursday, 23<sup>rd</sup> April**, to address any last-minute questions.

**No lecture next week (Easter Break).**  
**Our next lecture will take place on Thursday,**  
**23<sup>rd</sup> April, at 2:30pm,**  
**in Room IM13**  
**(Innovation Matrix).**

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# References

Cottrell, S. (2019) *The study skills handbook*. 5<sup>th</sup> edn. Macmillan International Higher Education/Red Globe Press.

Microsoft (2026) *Share slides in Microsoft Teams meetings with PowerPoint Live*. Available at: <https://support.microsoft.com/en-gb/office/share-slides-in-microsoft-teams-meetings-with-powerpoint-live-fc5a5394-2159-419c-bc59-1f64c1f4e470> (Accessed: 20<sup>th</sup> March 2026).