



Professional Portfolio 2

UNHE7010



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PG Cert tHE – The use of Generative Artificial Intelligence (AI)- Declaration.

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ASSESSMENT COMPONENT: Portfolio

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STUDENT NUMBER: 1901570

Use of Generative AI in Assessment

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

AI Acknowledgement

I confirm that I have not presented any AI generated materials as my own work in this portfolio. However, I acknowledge that I have used or may have used the AI in the research of my portfolio. The details are provided below:

I acknowledge the use of **Google Scholar** (<https://scholar.google.com/>) between October 2024 and April 2025 to support my research using the following prompts:

1. Please provide me with materials on artificial intelligence in higher education.
2. Please provide me with materials on quality assurance for academic integrity at higher education institutions.
3. Please provide me with materials on multimodal learning in higher education.
4. Please provide me with materials on collegial learning in higher education.
5. Please provide me with materials on continuous professional development in higher education.
6. Please provide me with materials on problem-based learning in hospitality education.
7. Please provide me with materials on generative AI in higher education.
8. Please provide me with materials on the environmental considerations in AI use.
9. Please provide me with materials on reflective practice in higher education.
10. Please provide me with materials on the benefits and problems of using PowerPoint in teaching delivery.
11. Please provide me with materials on how to best support neurodivergent learners.
12. Please provide me with materials on employability skills in hospitality education.

I also accessed articles related to these topics.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

I acknowledge the use of **Google Books** (<https://books.google.co.uk/>) between October 2024 and April 2025 to support my research using the following prompts:

1. Please provide me with literature on enhancing teaching in higher education.
2. Please provide me with literature on generative AI in higher education.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

I acknowledge the use of the **Primo Research Assistant** (UWTSD Online Library) between January and April 2025 to support my research using the following prompts:

1. Please provide me with materials on multimodal learning in higher education.
2. Please provide me with materials on collegial learning in higher education.
3. Please provide me with materials on problem-based learning in hospitality education.
4. Please provide me with materials on reflective practice in higher education.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

I acknowledge the use of **Microsoft Editor** (embedded in Microsoft Word) between September 2024 and April 2025 to check my work for grammatical and spelling mistakes.

I did not enter any prompts into the tool, and each suggestion was carefully considered and either accepted or declined based on individual judgement.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Table of Contents

1. Teaching Intervention 2 (Report).....	6
2. Teaching Intervention 3 (Poster)	23
3. Teaching Observations.....	24
3.1 Teaching Observation 1 (Practice Advisor)	24
3.2 Teaching Observation 2 (Practice Advisor)	30
3.3 Teaching Observation 3 (Practice Advisor)	37
4. CPD Events – Reflections.....	44
4.1 Passion4Hospitality – Careers Exhibition & Conference	44
4.2 International Women’s Day – Partners in Progress	46
4.3 Digitally Enhanced Education Webinars: AI in Assessment – How Universities are Responding and Innovating.....	48
5. General Reflective Statement	50
6. Record of 100 Hours of Teaching.....	52
References.....	58

1. Teaching Intervention 2 (Report)

Executive Summary

This report provides a reflective account of a teaching intervention carried out during the Winter Term 2025. To address the issue of increasing academic misconduct cases, I conducted an intervention aimed to expand my role as Academic Misconduct Coordinator (AMC) beyond investigative duties, focusing instead on prevention and education – particularly in relation to upholding academic integrity in the context of artificial intelligence (AI).

In designing and planning student and staff development sessions (**A1**), I drew upon my understanding of how learners engage with and internalise ethical academic practices within the HATM discipline (**K1**) and selected appropriate, evidence-informed teaching and learning strategies (**K2, V3**) that promote both understanding and reflection on integrity principles. In doing so, I also considered the diverse backgrounds, experiences and learning needs of individual learners (**V1**), ensuring that the sessions are accessible, inclusive and encourage meaningful engagement. My planning ensured that all learners had the opportunity to participate fully and are equipped with the knowledge and support needed to uphold academic integrity in their assessments, thereby reaching their full potential (**V2**). After sessions, I evaluated the effectiveness of my approaches by considering staff and student feedback, and reflected on how well learners demonstrated understanding and application of academic integrity principles in their respective work (**K3**). The combination of this demonstrates how my practice as AMC aligns with the D2 Descriptor of the UKPSF 2023.

The intervention proved successful in enhancing colleagues' ability to identify and manage academic misconduct in line with UTWSD policies and procedures. For students, it reinforced key principles of academic integrity, encouraged ethical decision-making and supported the development of employability skills (AI literacy). For me, the intervention improved my responsiveness to individual learner needs and contributed to my professional development.

1. Introduction

As the Academic Misconduct Coordinator (AMC) for the Hospitality & Tourism Management (HATM) discipline, I have observed changing patterns in student academic misconduct cases. Since the introduction of UWTSD's artificial intelligence (AI) policy in the academic year 2024/25, there has been a notable shift in academic misconduct in terms of AI misuse and an overall increase in reported cases.

Recognising the need for a proactive approach and quality assurance measures at the discipline level (**K5**), I expanded my role beyond investigations to focus on education and prevention which resulted in the implementation of a staff development session and student support sessions entitled *Academic Integrity & AI Support*. This is supported by the QAA (2022, p.34) who suggests that “maintaining and enhancing academic integrity should be viewed as part of the quality assurance cycle within an institution, to ensure that it comes under regular scrutiny, monitoring and review”.

This report critically reflects on my intervention, which is fully aligned to the UKPSF 2023 D2 Descriptor (Advance HE, 2023), beginning with an overview of the background and defining the problem that necessitated action. It then outlines the planning process and implementation of the intervention. Following this, the report evaluates the impact on both colleagues and students before concluding with a critical reflection on its success and the implications for future professional practice (**A5**).

2. Background and Context

Since January of 2024, I have served as the AMC for the HATM discipline, alongside my teaching responsibilities. In this role, I am responsible for upholding academic integrity within the discipline, ensuring that our academic awards maintain credibility and rigor, as defined by the Academic Quality Handbook (UWTSD, 2024a) (**K5**).

My responsibilities include investigating suspected cases of academic misconduct referred by module tutors, conducting viva meetings with students under review, completing the required documentation, and providing guidance and support to students throughout the misconduct process (**A4, K5**). Additionally, I support colleagues within the HATM discipline by offering advice on academic integrity and misconduct-related matters (**A4, V5**). Finally, I represent the discipline in the Ethics and Academic Misconduct Sub-Committee Meetings, held three times a year (**A5, V5**).

In 2024, I investigated a total of 137 cases of academic misconduct (AM) or poor academic practice. Historically, our discipline has experienced a higher number of cases compared to others, partially due to greater enrolment numbers. Compared to other disciplines, most of our undergraduate programmes are taught online rather than in-person which is also believed to be contributing to the situation. This transition occurred during COVID-19, when we moved our face-to-face programmes to an online format, following a key trend observed in higher education institutions (HEIs) at the time (Stevens et al., 2021). This observation is also based on discussions during the Ethics and Academic Misconduct Sub-Committee Meetings, where I collaborate with other AMCs within the Institute of Management and Health (IMH) to report our cases and discuss related matters and practices (**V5, K3, K5**).

3. The Problem

Today, AI technology is widely integrated into contemporary academia and education (Fitria, 2021; Mohamed et al., 2024). With the introduction of UWTSD's AI policy for the academic year 2024/25, a notable shift in the type of AM cases was observed. Previously, most cases were related to more traditional forms of AM, such as plagiarism or collusion. However, during the marking period that term (Autumn Term 2024), there was an increase in cases involving AI misuse. This trend, observed across many HEIs, aligns with Rodríguez-Abitia and Bribiesca-Correa's (2021, p.6) observation that students now "tend to engage in plagiarism to a greater degree due to copy and paste availability", especially due to increased access to technologies such as generative AI (GenAI) tools. My subsequent research further confirmed this trend (Batista, Mesquita & Carnaz, 2024; Song, 2024) (**V3**).

As part of my investigation into the underlying reasons behind the increase, I reviewed the module evaluation questionnaire completed by students at the end of the Autumn Term 2024 (**V3**), and identified the following key issues:

- Students found the AI Acknowledgement Statement overwhelming and difficult to understand.
- Students were confused by the varying allowable AI uses across modules. For example, two modules studied simultaneously may have varying allowable AI use for assessments.
- Students felt that lecturers did not clearly explain AI usage policies.

Additionally, I engaged in discussions with HATM colleagues to gather their perspectives on AI use, and feedback on the AI policy, considering its potential impact on my intervention and suggestions they had for my practice as AMC (**K3, V5**). Several colleagues shared that they struggled with what is (and is not) allowed according to the AI policy. I found that those less familiar with GenAI therefore often prohibited AI use in assessments.

As a result, I decided to intervene and expand my role as AMC beyond investigations to focus more on education and prevention, thereby directly supporting my students in their academic success (**A4**). During a meeting with the Academic Director, I addressed the increasing number of AM cases, and proposed implementing extracurricular sessions focused on academic integrity and responsible AI use which was met with great support (**V5**). It was decided to conduct two types of sessions: a staff development session and taught support sessions for HATM students (**A2**).

4. Intervention

4.1 Staff Development Session

The first phase involved a development session for all teaching staff within the HATM discipline (**A4**, **V5**). The aim was to provide colleagues with key insights into the contextual challenges faced by the discipline and to provide training to support promoting academic integrity and enhance student success. To achieve my goals, I developed learning objectives using action verbs from Bloom's Taxonomy (Bloom, 1956) framework for categorising educational goals and developing competences (Das, Das Mandal & Basu, 2022):

- To analyse trends in student AM over the past year to identify patterns and areas of concern within the discipline.
- To explain the university's AM investigation process and apply this knowledge to support academic integrity and identify potential misconduct in accordance with institutional standards.
- To evaluate the discipline-specific approach to the use of AI in teaching and assessment, and formulate strategies for ethical and effective integration.

During the planning stage, I designed a 1.5-hour in-person session (**A1**), structured into three key components and activities:

1. A data-driven overview of AM cases from the past year, highlighting emerging trends and common issues.
2. An in-depth walkthrough of the AM process, outlining each stage from the initial concerns raised by tutors to the final application of penalties.
3. A collaborative discussion focused on the role of AI in teaching and assessment within our discipline and the wider HE context (**V4**), encouraging participants to share insights, challenges and best practices (**V5**).

I chose a face-to-face classroom environment for this session to enable more personal interaction with colleagues which would have been diminished in an online format (**K2**). PowerPoint was selected as the primary delivery tool because the content required visual support to enhance understanding and ensure visibility (**K4**). Having successfully used PowerPoint in similar contexts, I found it to be the most effective option. The classroom was equipped with an interactive whiteboard, which I factored into my planning (**K4**).

Research supports the use of multimodal learning environments, as they offer flexible and dynamic experiences that cater to a range of diverse learning styles and preferences (Mgutshini, Oparinde & Govender, 2021; Mhlongo et al., 2023), thereby allowing me to make my teaching more accessible and inclusive, in line with Universal Design for Learning (CAST, 2025) (V1-3).

The slides were specifically tailored for an audience of academic professionals (V1). They were data-focused, concise and aligned with UWTSD's accessibility standards. This included the use of high-contrast text and the university's approved cream-coloured slide template. These adjustments fostered inclusive practice by ensuring the content was accessible to all participants, including those with visual impairments or processing difficulties (V2).

To accommodate varying levels of staff experience, I included both foundational content (basic overview of the investigation process) for newer lecturers, and more advanced elements, (applied case examples) for more experienced colleagues (V1, K2). For quality assurance, I incorporated verified content from the Academic Office, including graphics and excerpts from the Academic Quality Handbook and Academic Misconduct Policy (K5).

4.2 Taught Student Sessions

While planning the student sessions, I carefully considered the diverse nature of our student body (V1), which consists predominantly of adult learners across multiple cohorts and programmes (K2), and the implications this had on the teaching approach (K3). The range of academic levels (Level 4 to 6) necessitated differentiated content and learning outcomes (V1), which I customised accordingly, thereby demonstrating how students learn (K1).

My research found that students learn most effectively when they are guided by clear learning objectives and when understanding is viewed as a pathway to achieving personally meaningful applications (Kumpas-Lenk, Eisenschmidt & Veispak, 2018; Whetten, 2021) (V3, A5). The learning outcomes were as follows:

- By the end of this session, students will be able to explain the importance of academic integrity and apply practical strategies to avoid AM.
- By the end of this session, students will be able to critically evaluate the ethical use of AI tools and apply them responsibly in line with UWTSD policy.

Given the diverse student body, which includes both in-person and virtually-taught students, I needed to design content that I could effectively deliver across all programmes (A1). To meet this need, I selected PowerPoint as a suitable delivery tool (K4). I developed a one-hour PowerPoint base presentation that covered key topics, including types of AM, penalties, available student support services and AI-related content (A1). This presentation was then tailored to the different academic levels and teaching environments, as shown in **Table 1** (K1, K2, K4):

Level 4	Goal: To build foundational understanding and awareness of academic integrity. Content: Definitions of AM; common examples; basic referencing; quiz Approach: Supportive; engaging; use of relatable scenarios; encouragement of questions and participation.
Level 5	Goal: To deepen students' understanding of academic misconduct/integrity. Content: Definitions of AM revisited; misconduct types most commonly identified within the cohort; referencing refresher. Approach: More structured and reflective; peer discussion.
Level 6	Goal: To reinforce academic integrity principles and prepare for advanced academic work. Content: Definitions of AM revisited; misconduct types most commonly identified within the cohort; discussion on advanced source integration. Approach: Mature; discussion-based; emphasis on critical reflection.

Table 1: Academic Levels (created by author)

Moreover, this practice aligns with the Professional Values of the D2 Descriptor of the UKPSF 2023 (Advance HE, 2023), because I differentiated goals, content and approaches based on the academic level of students (4-6), recognising their different stages of development and needs. Tailoring my sessions to be supporting and engaging for Level 4, more reflective for Level 5, and mature and critical for Level 6 shows respect for learners' individual backgrounds and progress (V1). By adapting my teaching strategies, I created an inclusive learning environment where all students could meaningfully engage and succeed regardless of their background (V2).

According to Oubibi, Liu & Metwally (2024, p.31), “designing online learning activities for adults requires creating an open and supportive learning environment that considers their physical and psychological barriers and optimises their available learning time”. The authors emphasise that using logical, real-world scenarios is key to motivating adult learners (**V3**). Therefore, I incorporated a range of practical examples and included a referencing workshop to support understanding (**A2, K2**). I also made a point of regularly reminding students about the support services available to them (**A4, V2**).

5. The Process

5.1 Staff Development Session

The staff development session was scheduled during the pre-term preparation period and took place on 6th January 2025 (**A2, A5**). My session centred on collegial learning as my primary teaching method. Research widely recognises the value of collegial learning to enhance peer collaboration (Nguyen, 2023), promote reflective practice (Blair, Maddock & Poulsen, 2018; Tobin, Farren & Crotty, 2024), knowledge transfer and sharing (Palaniandy, 2017), exchange of best practices and new ideas (Shah, 2012), and professional growth and development (Owen, 2014) (**V3**).

The first part of the session focused on sharing data and information on AM within the discipline. PowerPoint and the interactive whiteboard proved effective tools, as the use of graphs and tables enhanced visual communication and supported understanding (**V2, K4**).

Collaborative activities included time for individual reflection on AI adoption and each lecturer's understanding of the guidelines within their respective modules (**V5**). This was followed by a group discussion aimed at addressing inconsistencies of allowable AI use across programmes, as highlighted by students in the module evaluation feedback. Small group discussions are generally considered to be effective for learning as they facilitate an active learning environment (Race, 2020).

As the session took place among peers, no formal assessment was required. However, I provided informal, non-targeted feedback by sharing a selection of SC05 Academic Misconduct Investigation forms that demonstrated good and poor practice (**A3**). I also presented anonymised student assignments from various modules and tutors as case studies where lecturers had missed poor academic practice. These were used to help colleagues develop their ability to identify instances of AM (**A3, A4**). Using a range of examples demonstrates my commitment to inclusive practice where no lecturer felt singled out or personally attacked (**V1**).

To ensure equitable access, I made the presentation slides available to all colleagues after the session, including those who were unable to attend (**V2**). Additionally, I offered one-to-one meetings for any colleagues who required further support – particularly those who missed the session (**A4, V2**).

5.2 Taught Student Sessions

The student sessions were delivered during term time, following a structured process that aligned with my teaching and other responsibilities. The sequence of the sessions was prioritised based on urgency, which was determined by factors such as the volume of misconduct cases. **Table 2** outlines the different cohorts and corresponding dates of the taught sessions (A2).

BA International Hotel Management	
Level 5 students (online)	20 th January 2025
Level 6 (Term 1) (online)	3 rd February 2025
Level 6 (Term 2) (online)	5 th February 2025
BA Hospitality & Hotel Management	
Level 4 Students (in-person)	3 rd March 2025
Level 4 Students (online)	4 th March 2025
BA International Gastronomy Management	
Level 4 students (in-person)	11 th March 2025
BA Tourism & Events Management	
All students (in-person)	tbc

Table 2: Academic Integrity & AI Support Sessions (created by author)

A constructivist approach was adopted to encourage students to build their own understanding through discussion, reflection and real scenarios (K1, K2). Rather than simply telling students what not to do, I aimed to help them internalise ethical reasoning and understand why academic integrity matters, thereby empowering them to reach their potential (V2). To support this, I used real AM case studies. Other interactive elements included a quiz and short referencing workshop, particularly for Level 4 students. While I considered incorporating additional methods, including reflective exercises, roleplay or anonymous polling tools like Mentimeter, time constraints made this unfeasible (K1-4). Overall, my approach demonstrates clear alignment with the UKPSF 2023 D2 Descriptor (Advance HE, 2023) by promoting inclusive, reflective and student-centred learning while using appropriate methods and resources, and responding thoughtfully to practical challenges like time limitations.

The first sessions were delivered as an extracurricular session outside of scheduled lecture time. However, the 1.5-hour duration limited both the depth of content and the range of interactive activities, which in turn impacted engagement. Based on this experience, I collaborated with colleagues to integrate sessions into scheduled lecture time (**K3, V5**). As a result, future sessions were extended to two hours, allowing for richer content and improved engagement.

Each session concluded with practical demonstrations of good and poor academic practice, and training on Turnitin's similarity detection tool (**K4**), followed by an open Q&A to reinforce learning. For later sessions, a follow-up quiz (formative assessment) with immediate feedback generation was created and distributed to students which helped to cement knowledge and understanding (**A3**).

To support students beyond the session, I provided clear signposting to relevant support services (**A4**). In line with inclusive practice, I ensured that all session slides and supplementary materials were made available immediately afterwards (**V2**). Recordings were also shared promptly to support students who could not attend, and is also considered to be highly beneficial to neurodivergent students (Horlin, Hronska & Nordmann, 2024). Furthermore, I made myself available for follow-up support, including one-to-one appointments outside of class time (**A4**).

After each session, I engaged in critical self-evaluation to evaluate the effectiveness of my practice as AMC and improve delivery (**K3**). For example, after the first session, I identified areas for improvement such as slide overload and the absence of video content which may have better supported visual learners and make it more inclusive (**K1, V1**). I used these insights to redesign subsequent sessions, enhancing engagement and accessibility (**A1, V2**).

6. Impact

6.1 Staff Development Session

The staff development session had a positive impact on both the teaching team and the wider academic environment within our discipline. It successfully increased awareness and understanding of AM processes and addressed the growing relevance of AI in academia (V4).

A key outcome was the support it provided to new colleagues. It offered clear guidance on the AM reporting process, including the viva procedure, panel meetings and the range of possible penalties. As a result, colleagues reported feeling more confident and consistent in handling misconduct cases, contributing to a more transparent and unified approach across the team (K5, V5).

Feedback from participants was positive. Colleagues appreciated the clarity and level of detail provided, as highlighted in the teaching observation (*see 3.1*) (V5). One newer colleague shared that the session significantly improved their understanding of AM procedures. Another acknowledged existing gaps in their AI knowledge and recognised the need for further professional development. I view this as a valuable outcome, as it reflects a growing culture of reflective practice and continuous learning aimed at improving teaching quality – an approach supported by Ashwin (2020).

In response to student feedback gathered through the module evaluation questionnaire, I proposed to the team that AI use should be permitted in three of UWTSD's six AI categories – *Research*, *Structure* and *Proofreading* – across all HATM programmes (with *Creativity* permitted in individual assignments where appropriate). My intervention led to the adoption of this department decision which contributed to a more consistent and equitable student experience, demonstrating how my role and practice as AMC is aligned with the Professional Values of the D2 Descriptor (Advance HE, 2023).

Beyond knowledge sharing, my intervention had a notable cultural impact. It fostered a more collaborative and proactive approach to upholding academic integrity, positively influencing the ethos of our discipline (V5, K5). Team morale and productivity were also enhanced. The session created a collaborative space for colleagues to share experiences and learn from each other. The use of small group discussions proved effective, promoting equal engagement and participation across the team (A2, K2, V5).

An important outcome was a marked increase in staff confidence in reporting suspected AM. Previously, there had been inconsistencies – for example, the quality of SC05 forms varied – and some cases were not being reported at all. By the end of the Winter Term 2025, improvements were clearly visible, especially in the detail provided in the SC05 forms. More colleagues were presenting cases and consulting with me more frequently on both student submissions and AI-related concerns (**A2, K2, K5**). To further support the team, I signposted colleagues to useful resources, such as the AI Learning Community on Moodle and the Nexus Learning and Teaching Café on Teams (**A4, K4**). These platforms have been particularly helpful for staff seeking to integrate AI into their teaching and assessment practices.

As this was the first session of its kind, I recognise the potential value of future rollouts to deepen understanding and further strengthen quality assurance processes in my role as AMC, making it a continuing endeavour (**K5**).

6.2 Taught Student Sessions

6.2.1 Positive Impact

Feedback from students was also positive. Notably, the session created an open, inclusive environment where students felt comfortable asking questions and clarifying misconceptions which is particularly important given the often sensitive nature of the subject matter (**V1, V2**). One example of this was when a student admitted that they did not know that copying from their own previously submitted work was considered a form of plagiarism.

Student engagement was actively encouraged through multiple channels. Students could ask questions before, during and after sessions, raise their hands (or use the virtual hand on Teams during online sessions), and contribute verbally or via the Teams chat function. By allowing this, I created a more inclusive environment (**V2**). The use of the university-approved cream-coloured slide template supported accessibility. I also incorporated a mix of oral, visual and written content to accommodate diverse learning styles and preferences (**V1, V2**). For recorded sessions, I enabled the ‘transcript’ function to ensure the spoken content was recorded and accessible for later review (**V2**), thereby further emphasising my commitment to inclusivity in my role as AMC (**D2**).

Other examples of inclusive practice, in line with the D2 Descriptor, include responding flexibly when a student experienced technical issues during a session. When they asked to use their phone instead of laptop, I readily agreed, showing flexibility and responsiveness to individual needs (V2). Additionally, recognising that many of my learners are second-language English speakers, I made conscious efforts to use clear language, simplify complex terminology and repeat key points to support understanding across the group (V2).

Throughout the term, I observed an increase in student engagement beyond the sessions. Some students reached out to me via email with queries, while others requested one-to-one meetings to discuss topics such as correctly completing the AI Acknowledgement Statement. I ensured I made myself available and honoured all requests. For example, I supported a student who admitted that they had never tried to access the UWTSD Online Library to access reading materials which they felt ashamed of and I ensured I explained and demonstrated the process without judgement (V1, V2, A4).

As in previous terms, I reviewed the module evaluation feedback at the end of the Winter Term 2025. I found a notable reduction in comments about confusion over allowable AI use. This suggests my sessions were effective in improving understanding and clarity in this area (K3).

Finally, the session helped demystify the common misconception among students that lecturers are against the use of AI. By sharing recent interdisciplinary research on AI literacy and employability, I was able to challenge this idea and encourage students to view AI as a valuable tool when used ethically and responsibly, and is a key competence skill for their future workplaces (V4).

6.2.2 Other Observations

One of the key challenges I had was managing time constraints, particularly in larger online classrooms where not all students engaged equally. Admittedly, staying within the allocated lecture time is something I continue to work on, and I am actively developing strategies to improve in this area such as a reduction of content slides (**K3, A5**).

I also recognise that sessions focused on delivering rules and consequences can create feelings of anxiety among students. To counter this, I made conscious effort to maintain a supportive tone throughout, regularly reminding students of the support services available to them (**V1, V2**). Despite these efforts, it cannot be ruled out that some students may have perceived the session as overly focused on punishment than on academic development.

Instead of a reduction in the number of AM cases, there was an increase. However, this trend appears to be influenced by other factors:

- As noted earlier, more colleagues are now reporting AM cases than before the staff development session. It is likely that more incidents would have been reported in the past had colleagues felt more confident and informed about the process.
- There also appears to be a broader increase in students' willingness to engage in academic malpractice generally, particularly given the ease of copy-and-paste functionality provided by AI tools. This is consistent with findings from Rodríguez-Abitia and Bribiesca-Correa (2021) who identified a correlation between technological accessibility and increased academic dishonesty (**V3**).

7. Learning for Practice and Future Implications

Overall, the teaching intervention was a success, positively impacting myself, my learners and the wider academic community, and I achieved the relevant aims. The student sessions not only enhanced understanding and equitable provision to help students reach their potential (**V2**), but also provided valuable feedback from colleagues, leading to refinements in my teaching strategies (**V5**).

Since I rarely teach in front of colleagues outside of teaching observations as part of the PGCert programme, this was a valuable opportunity to refine my teaching style and session content, demonstrating the value of collaborative and collegial learning (Shah, 2012; Owen, 2014; Blair, Maddock & Poulsen, 2018). For example, a colleague shared a video on contract cheating, which I incorporated into later sessions (**V5**). Another colleague suggested making the content slides available in advance, another helpful advice which I now incorporate into my practice (**K3, V2**). To guarantee the continuity of learning, I will develop another quiz for additional formative assessment and feedback (**A3**), which will be sent to students next term to reinforce knowledge and understanding.

Collaboration with colleagues in my role as AMC could further be enhanced. As per Lu (2022), teacher collaboration can be considered as promising continuous professional development (CPD) with multiple benefits, including a positive change in teachers' behaviours, idea exchange, creativity, and motivation to try new teaching methods, among others. In my case, this could extend to meetings for sharing ideas and tailoring content to students' needs. By working more closely with individual tutors, I can better align content with the specific learning goals of each class or individual learners (**V1**). Additionally, collaboration with the Academic Liaison Librarian, who currently offers basic academic integrity sessions at Level 4, could further enrich the learning experience, thereby aligning my practice more closely with **V5**.

Moreover, the rapid evolution of AI and its impact on academia, will likely shape future steps in my practice. The current AI policy may quickly become outdated, so I must stay informed through CPD to keep up with advancements and policy changes (**A5**). This also means ongoing staff development may be needed to keep colleagues aligned with university expectations and guarantee quality assurance in my role as AMC (**K3, V4**).

8. Conclusion

In conclusion, my teaching intervention, which extended my role as AMC beyond investigations to focus on prevention and education, proved successful. Although it did not immediately reduce instances of AM within our discipline, it had several positive outcomes. Most notably, it empowered students to develop critical thinking and ethical decision-making skills, which are vital for their academic and professional lives.

Future practice will prioritise creating more engaging, student-centred sessions in smaller class settings that balance clarity around academic expectations with a supportive and developmental approach. As per **Table 2**, I have yet to hold sessions with students from one programme which I will prioritise for the next term, thereby ensuring equitable provision of learning to all (V2).

This intervention aligns with Universal Design for Learning and the UKPSF 2023 D2 Descriptor (Advance HE, 2023), covering all 15 dimensions, further validating its impact on my professional development. This experience underscored the importance of CPD, especially in the face of rapidly evolving AI technologies and their influence on HE. My intervention achieved its aim to enhancing academic integrity and collaboration while reinforcing the value of reflection in my professional practice. Moving forward, I will continue to seek growth opportunities to ensure my teaching remains relevant, effective and impactful for my learners in an ever-changing academic landscape.

This teaching intervention took place within the three Level 6 placement modules (BMH6002/6003/6004) for the BA International Hotel Management programme during the Autumn Term 2024. Students undertake a 10-week hotel placement and are assessed through a reflective student journal, critically analysing their experiences in relation to theory and practice.

The student journal (50% of overall module mark) is a critical component that assesses students' ability to evaluate their placement experience and communicate their learning in a reflective and academically informed way. However, in previous terms, many students struggled with the structure and depth of critical reflection, resulting in poor performance and frequent requests for clarification close to the submission deadline.



The main issue identified was students' misunderstanding of reflective writing at a critical, academic level. Some approached it like a diary, while others included theory but lacked meaningful reflection. This was evident through:

- Lower student journal marks compared to other assessments.
 - Ongoing confusion about assignment expectations.
 - Requests for more guidance on reflective writing.
- Reflective writing can be particularly challenging for students who are new to experiential learning or who are not used to linking theory with practice and personal insights.

Drawing from literature on reflective practice in experiential learning (e.g. Kolb, 1984; Gibbs, 1988) and hospitality education (Azar, Ahmad & Kamarudin, 2020), and effective assignment preparation (Race, 2020), I concluded that a more structured and supportive approach was necessary.

I designed a two-part assignment workshop aimed at supporting students in understanding and preparing for the summative assessment. It took place in Week 2 of placement (third week of term), after students have started to gain experiences in various hotel departments. The workshop had two aims:

1. To build student competence in reflective practice by exploring theoretic models of reflection and applying them to real experiences.
2. To develop reflective writing skills through guided practice examples.
3. The two-part session intended to be highly interactive and student-centered.
4. **1. Overview of the assignment tasks and expectations**
The assignment was designed to help students clarify expectations regarding reflective writing and to explore the various models of reflection. Students were given a brief overview of the assignment and then read and discussed the following articles:
(1983), Gibbs (1988), Kolb (1984) and Jaeger (2013).
5. **2. Reflective writing examples**
Then, I demonstrated examples of reflective writing, guiding students to identify good and poor practices while creating their own examples.

Figure 1 depicts the circular process of this intervention.

begun by assessing students' current level of understanding, using my own observations, previous assignments and student feedback. This helped me set my goal to bridge the gap between placement learning and academic skills. In designing and delivering this intervention, I followed a student-centred approach away from the traditional 'lecture – then Q&A' format and instead moved an interactive workshop that encouraged active student engagement throughout the session.

After the workshop, I gathered student feedback, which was repeated at the end of term (module feedback questionnaire). Final marking outlined the overall impact of the intervention.

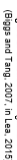
My students responded well to the intervention:

- High engagement during workshop and higher summative submission rates compared to previous terms.
- Positive feedback: Students found the workshop helpful in organising their thoughts and learning what to avoid when reflecting (e.g. descriptive writing).
- Overall, the quality of summative assessment work increased.

most significant for me, students began to see reflective practice not just as an academic task but as a genuine learning tool. This shift encouraged more honest reflections. Overall, the move from explaining to exploring reflection with students proved effective and both workshop aims were met.

This intervention reinforced the value of practice-based learning activities within assessment preparation (Race, 2020). Simply providing the assignment brief and theoretic models is insufficient; instead, students benefit far more when they are given an environment to try, receive feedback and refine their understanding. Guided reflection helps students achieve higher order cognitive skills (Canziani et al., 2013).

The importance of creating opportunities for active engagement in writing tasks aligns with the principles of constructive alignment proposed by Biggs and Tang (2007), where learning activities must directly support the intended learning outcomes and assessment criteria (Figure 2).



An equally successful rollout of this workshop took place in the Winter Term 2025. For the upcoming Summer Term, I plan to make learning activities a recurring element throughout the modules rather than a one-off workshop. I have since started updating the assignment tasks and subsequently the examples of my writing exercises to ensure they align accordingly.

This intervention aligns with the UKPSF 2023 (Advance HE, 2023)

A1-A4: The workshop was intentionally designed to address a learning gap by integrating practice examples, or reflective writing. I taught students through interactive teaching methods in a supportive environment that encourages them to look at their placement experiences in a more meaningful way. Dialogic feedback was provided that could be directly applied to summative assessment. My intervention also offered support beyond academic instruction.

K1-K2: The design of the intervention reflects an understanding of how students learn from experience, particularly in the context of experiential learning in hospitality education. Reflective models and peer interaction are well-suited to Level 6 students.

V1-V4: The workshop was responsive to the diverse experiences of students from their placement, encouraging them to reflect authentically on their personal journeys, monitored learner engagement and provided feedback to help each learner potential. The intervention was grounded in reflective learning theory (Kolb *et al.*) incorporating feedback from previous terms. Supporting reflective writing enhances employability skills (self-awareness, critical thinking), preparing students for a modern workplace.

[illegible]

3. Teaching Observations

3.1 Teaching Observation 1

PGCert tHE OBSERVATION FORM -PSF 2023



Details of the Observation	
Observee	Lisa-Marie Bassler
Practice Advisor / Expert Peer Observer	Kathryn E Flynn
Date of the Observation	6 th of January 2025
Campus / Location	Dylan Thomas Centre, Swansea
Date, Time, Duration	6 th of January 2025 – 1 hr 30 min session.
Subject Speciality	Academic Misconduct and AI Briefing Session for HATM Staff
Type of activity	Face to Face Information Session
This observation will contribute to the participant's portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague or professional colleague. Observation by a fellow participant on the programme is not permissible as a means of authenticating practice.	

Teaching/Support preparation [A1: Design and plan learning activities/programmes] <i>i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.</i>
Comments On the 6th of January, Lisa delivered a one and a half hour staff development session for the Hospitality and Tourism Management (HATM) staffing team, its focus on Academic Misconduct and AI Guidance. Alongside her teaching, Lisa has been the Academic Misconduct Representative for HATM, and in doing this role has gained much knowledge in this area, including that of AI best practice usage, it was this knowledge that Lisa felt was important to share with staff, and so was covered as part of a staff development training session. The session was very detailed and organised giving both information and practical examples and delivered via PowerPoint (A1, A2). The session also involved team discussion / feedback (A3). To ensure full understanding within the teaching team, Lisa would regularly stop in the presentation to ask questions to check clarity and reinforce points raised (A4).

Teaching [A2: Teach and/or support learning through appropriate approaches and environments.] <i>i.e. Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to the subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc. Technique and Aids: General apparatus – board, data projector, use of handouts. Was effective communication achieved? Was there good student–teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.</i>
Comments At the outset of the session, Lisa clearly outlined the topic being covered. As noted above, due to Lisa's detailed knowledge on Academic Misconduct, linked to her committee role, the information covered was well supported (V3). The session content built upon staff's current knowledge around academic integrity / best practice. Pace, style and approach was appropriate to the audience (A2, K1, K2). Appropriate teaching aids were used, which included; PowerPoint and use of an Interactive Whiteboard (K4). At the end of the session, Lisa provided opportunity for questions / follow up and also provided a recap (reinforcing session aims / outcomes).
Effective Learning Environments [A4: Support and guide learners /V1: Respect individual learners/diverse groups of learners] <i>i.e General class atmosphere, level of participation, attention, and interest. Student attitude and ability to carry out classwork. Were learning problems identified and overcome? Awareness of individual needs. Attitude to students.</i>
Comments Due to the comprehensive detail provided by Lisa in the session, attention and interest was high. Staff were engaged with the content, listening and asking questions. Being a staff delivered session, Lisa had adapted her style and approach, to suit the professional / academic audience (V1). Specific thought had been given to how the session's content could be applied / considered by staff within the classroom teaching environment and also to comply with UWTSD policy and requirements (A2, V4, K5). Following the session, PowerPoints were made available to all staff, with opportunities given to liaise with Lisa for further guidance / support (A4, V5).
Assessment [A3: Assess and give feedback for learning] <i>i.e Formative/summative assessment examples, Question and answer technique. Other evaluation procedures, class management, instructions to students.</i>
Comments Due to the session provided being part of staff training, there was no formal assessment method. As noted above in the earlier sections, understanding was gauged through Q&A / feedback (A3). As a staff member involved in the training provided by Lisa, I was very happy with the content and found the detail easy to understand, for consideration and implementation in my area of teaching (A1,2,3,4, V1,2).
Core Knowledge • K1 How learners learn, generally and within specific subjects • K2 approaches to teaching and or/supporting learning appropriate for subjects and levels of study.

• K3 Critical evaluation as a basis for effective practice. • K4 Appropriate use of digital technologies / resources. • K5 requirements for quality assurance, enhancement and implications for practice
Comments Good levels of detail was provided in the session, delivered via a PowerPoint presentation and reinforced with a Q&A session, which was appropriate for the session / group (K4). Lisa clearly shared her knowledge on Academic Misconduct and AI ‘Best Practice’ usage. Information was clearly and professionally covered (A5, K1, V3). As this was a teaching session for staff, it was evident that Lisa had considered the content to address staffing interest and levels of understanding (K2). Lisa aimed to build on staff’s current understanding of Academic Misconduct and AI usage and had therefore reviewed information/training that staff had already received on the subject area, to gauge pre-existing knowledge, which helped her to develop a fully relevant session (K3). When considering academic misconduct within the area of HATM, Lisa had conducted research into the HATM programme modules and levels, noting trends and highlighting key issues, which provided staff with a greater understanding of potential problem areas, for ensuring academic compliance (K5). In addition, some references were made to other programme areas within the university, whereby comparative information was discussed (V4). With reference to case studies / data collated, regular stops were made for questions to be addressed and information to be reinforced (A1, A2, A3, A4). It was evident from the way that the session was structured and delivered that the skills having been taught as part of the teaching qualification (PGCert) were being employed (A5).
Professional values V1 Respect for individual learners /diverse groups of learners V2 Promote engagement and learning and equity of opportunity for all to reach their potential. V3 Use scholarship, research or professional learning, or other evidence informed approaches as the basis of effective practise. V4 Respond to the wider context in which higher education operates, recognising implications for practice. V5 Collaborate with others to enhance practice.
Comments Lisa used a strong evidenced based approach to her teaching session, from previously collected information / research from her role acting as Academic Misconduct Representative for HATM within IMH (A5,V4,V5). She explained all very well and actively encouraged staff participation through the means of discussion / engagement (V1,V2,V3).

Examples of good practice:

At the outset of the session, objectives were clearly noted and to reinforce, at the end of the session, the objectives were recapped (**A4, K3**).

Lisa presented very professionally and was able to adapt her teaching style, to consider the needs of staff, as opposed to students and therefore also proved able to address inclusive practices. Specific examples of inclusive practice included; 1) Providing information clearly, through appropriate visual supports via the use of PowerPoint and also through a variety of examples to more concisely underpin / explain points (**K2, K4**). 2) Creating a supportive and 'balanced' environment for staff to learn and develop from adopting both a structured approach as part of the PowerPoint segment of the session, followed by a more informal segment at the end of the session, where questions and informal discussions were encouraged (**V1, V3, V5**). 3) Delivering the session to a specific *closed* group of 'Tourism and Hospitality' programme academics, whereby staff felt comfortable and more 'open' to express opinions and make comments (**K2, V1**).

Detail covered in the session fully addressed the **PSF 2023** both – **Dimensions and Descriptors** – specifically D2 (Fellow) Descriptor. From the detail included in the above feedback form, Lisa clearly addresses D2.1 through the use of all 5 Professional Values, D2.2 the application of all 5 forms of Core Knowledge and D2.3 the effective and inclusive practice in all 5 Areas of Activity.

Suggested Action points:

Points / Consideration for Future Practice:

- Inclusion of less PowerPoint slides. Due to the session being staff focussed, there could have been opportunity for greater discussion / Q&A, as opposed to being PowerPoint led.
- Pre-reading / content sharing of resources prior to delivery in an accessible format – Whilst there was positive discussion during the session, they may have been further interaction (additional questions / increased involvement), if staff had had opportunity to consider the topic area ahead of the session. Furthermore, this would have supported a more inclusive practice approach.
- Opportunity for collaboration with other UWTSD Institutes for HATM information to be shared, but could also provide opportunity for greater data collection linked to Academic Misconduct from within other programme areas, for H.E wide dissemination.

For Observee

Write a short statement to address Area of activity [A5]. Describe how this observation will enhance your practice.

The feedback I received has been influential in deepening my understanding of effective professional practice in my role as AMC (A5). My session was underpinned by policy knowledge, trend research and evidence-informed. This approach reflects a strong alignment with K1, K5 and V3.

A key strength highlighted was the structured design of my session (A1) and effective delivery (A2), with clear objectives and thoughtful use of questioning and feedback to reinforce understanding (A3). I made conscious efforts to adapt my teaching to the peer audience, using Q&A and discussion to check understanding and built on existing knowledge (K2). The combination of PowerPoint and an interactive whiteboard supported different learning styles (K4, V1), while open Q&A and real examples (SC05 forms and anonymised assignments) encouraged engagement. Colleagues felt comfortable contributing to the discussion (V2) and follow-up resources were provided after the session, demonstrating commitment to supporting my colleagues (A4).

Positive feedback also highlighted my inclusive and evidence-informed approach (V1-3), drawing from knowledge gained during the PGCert programme (A5). Contextualising the content through analysing HATM-specific trends supported staff understanding and allowed them to connect theory (Academic Misconduct Policy) with practical application (K2). Since these aspects were well-received, I will continue using these approaches for future sessions.

The feedback from my Practice Advisor also highlighted some areas for further development, particularly around delivery methods and accessibility of materials, resulting in self-reflection (K3) and independent research into what constitutes effective practice (V3), with the following results:

Firstly, the suggestion to use fewer PowerPoint slides is warranted. While PowerPoint can offer structure and visual support (Baker et al., 2018), an over-reliance can hinder the discursive environment that is particularly suited to professional colleagues. Reducing slide content in future sessions could allow more space for collaborative dialogue and reflection (K2), thereby being more inclusive as it promotes engagement in learning (V2). Going forward, I will adopt a more facilitative approach, using slides as prompts rather than the

primary method of delivery. By building in more small group activities, I can develop a more interactive environment, making it harder for participants to disengage (Cheetham & Varga-Atkins, 2021), thereby valuing the existing expertise within the room.

Secondly, the feedback suggests providing materials in advance of the session which is particularly relevant to inclusive practice (Hubbard & Gawthorpe, n.d.) and in alignment with Universal Design for Learning (UDL) guidelines (CAST, 2025). Doing so could promote greater accessibility and engagement during the session, particularly for neurodivergent colleagues who may benefit from time to reflect before contributing (Cole et al., 2024). This change would enhance inclusive practice and align further with **V2**. I have since adopted this practice for my outstanding *Academic Integrity & AI Support* student sessions (**K3**).

Finally, it was suggested that broader collaboration across the UWTSD network could open up interdisciplinary learning and support a more holistic approach to practice dissemination, thereby closely aligning with **V4**. At the Ethics and Academic Misconduct Sub-Committee Meeting on 26th March 2025, I consulted with other AMCs about the session content and the benefits of staff development activities like mine, resulting in requests to share more of my practice. I also gained insight into how other IMH disciplines educate colleagues and students (**V5**).

Overall, the feedback confirmed that the session aligned with the UKPSF 2023 D2 Descriptor (Advance HE, 2023) (**A5**).

Observer: Kathryn E Flynn

Date: April 2025

Observee: Lisa-Marie Bassler

Date: April 2025

PGCert PARTICIPANTS

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

3.2 Teaching Observation 2

PGCert tHE OBSERVATION FORM -PSF 2023



Details of the Observation	
Observee	Lisa-Marie Bassler
Practice Advisor / Expert Peer Observer	Kathryn E Flynn
Date of the Observation	5 th February 2025
Campus / Location	Online
Date, Time, Duration	5 th February 2025 - 1 hr 20 min session.
Subject Speciality	Academic Misconduct and AI Briefing Session for Level 6 IHM Students
Type of activity	Online Informational Session.
This observation will contribute to the participant's portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague or professional colleague. Observation by a fellow participant on the programme is not permissible as a means of authenticating practice.	

Teaching/Support preparation [A1: Design and plan learning activities/programmes] <i>i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.</i>
Comments On the 5 th of February, Lisa delivered an online information session to the International Hotel Management students, covering key information on Academic Integrity, including use of Artificial Intelligence - - - "Academic Integrity and AI Support Session". Due to Lisa's committee role within the HATM area as Academic Misconduct Coordinator, she had gained valuable insight into this area, and felt it would be important to share this knowledge across levels 4, 5 and 6, specifically with the aim to promote academic integrity and awareness and also to explain new approaches to research technology, specifically AI. The session that was reviewed as part of peer observation was delivered to Level 6 students and therefore specifically focusing on <i>their</i> level of knowledge and usage of Academic Referencing and Artificial Intelligence (AI). From discussions with Lisa, it is understood that where the presentation was delivered to varying HATM programmes, that it would be tailored to address differing levels (Levels, 4, 5 and 6), related to their understanding / familiarity of 'Referencing and AI', with specific linkages back to assessments (A1). In the level 6 session observed, Lisa appreciated and acknowledged through the presentation delivery, that these students are more familiar with referencing constructs /

application having had three years of practice, however still recognising that guidance, support and recapping is still required, especially with new practices / technologies, namely; AI. Lisa confirmed that whilst the basic PowerPoint slidedeck delivery remained the same for all level students, there was specific ‘tailoring’ of content to address the varying year groups. This is particularly important for Level 4, whereby referencing constructs and their accurate usage, to meet academic standards and address integrity, are still new in practice and therefore it is expected that greater guidance / support would be required (V1, K2).

It was evident that much preparation had gone into the level 6 session, with particular thought being given to the year of study. Linkages were made back to the level 6 assignments and reinforcing the expectations at this final stage of the Degree, with regards to accuracy and integrity. Regular examples were noted during the session of modules / coursework, to highlight academic best practice and appropriate usage of AI.

As noted above, the primary form of delivery for the session was through the use of PowerPoint and student / tutor discussion through Q&A. The PowerPoints were very well organised and informative with regards to content (A1, A2, A3, K4). Lisa had created slides that covered both academic and practical context to the topic area of Academic Integrity. Lisa had clearly noted on the slides both H.Ed and UWTSU’s positioning on Academic Integrity, via resources taken from Academic Office and UG programme materials, and explained through subject based examples, application within the student pathway area (V4). To ensure full understanding within the student group, Lisa would regularly stop in the presentation to ask questions to check clarity and reinforce within the group, addressing differences in student understanding.

Teaching [A2: Teach and/or support learning through appropriate approaches and environments.]

i.e. Beginning class, introduction, continuity with other sessions, students’ prior knowledge. Clarity of presentation. Pace. Attitude to the subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc. Technique and Aids: General apparatus – board, data projector, use of handouts. Was effective communication achieved? Was there good student–teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.

Comments

From review, the session was very well organised. Whilst there was much to cover in the session both on Academic Integrity and use of AI, the session was equally subdivided, covering sufficient information on each area. The first half of the session (40 mins) focused on Academic Integrity and the second half (remaining 40 minutes) focused on AI. The session covered the slide material in a timely order, giving students sufficient time to read through slides before progressing on and also to allow for regular stoppages for questions and answers. Pace and style was therefore appropriate to the audience (A2, V1, V2). It should be noted that not many students asked questions, and perhaps if there had been greater questions, then the session may have been more difficult to time manage. It should be noted however, that at the end of the session, Lisa allocated further time with the students, on a ‘one to one’ basis if any had specific queries, or perhaps did not want to share within the larger group.

As noted, the session flowed well, there was a clear introduction, where session objectives were set and then progressed onto the main content (Part 1 – Academic Integrity) and Part 2 – AI), this was then followed by a summary slide at the end, where session objectives were recapped (A1).

As this was an online session, the content was shared to the student group via Teams, where a PowerPoint slidedeck was the source of delivery. With this session being informational only, slides were used as the primary source of delivery. There were some stoppages for Q&A, however aside from this, there was limited student activity. If this had been a lecture+tutorial, it would have been expected

that a greater range of interactive delivery methods would have been used, however being only an information session, the style adopted for conveying content was appropriate. Of the lecture slides used, these were clear and professional (K4).

Lisa demonstrated a strong knowledge in this area, as she currently undertakes the role of Academic Misconduct Coordinator, handling internal cases of academic malpractice, and so was in the best position to deliver this session. She was able to give first hand examples of student issues in this area and also highlight best practice (A5, A4, K1, V3). Students were responsive to Lisa with respect to the information covered and questions posed. Through final feedback comments from the group at the end of the session, students were appreciative of the information covered.

Due to Lisa's knowledge and understanding on the subject area, there is potential for this session, to be adapted for dissemination within wider programme areas. In my role as IMH Ethics and Academic Misconducts Chair, I will be recommending that this information session be made available to wider students / staff, with Lisa taking the lead for delivery (V5).

Effective Learning Environments [A4: Support and guide learners /V1: Respect individual learners/diverse groups of learners]

i.e General class atmosphere, level of participation, attention, and interest. Student attitude and ability to carry out classwork. Were learning problems identified and overcome? Awareness of individual needs. Attitude to students.

Comments

As noted within the above sections, students were engaged throughout the online session. Often with online sessions, it can sometimes mean that levels of student engagement can fall, however through regular reinforcement and regular check-ins via Q&A, student attention and engagement was maintained (A2, A4). Admittedly, the group was made up of final year students, and so high levels of attendance and engagement would be expected.

As discussed above, given that the session was informational based, it incorporated fewer tutorial style activities, compared to if it was a lecture. Being an informational session only, content delivery was appropriate. To ensure that all students were comfortable with the content, there was also a final question segment to the session, where students could stay on Teams for small group / one-to-one support. Due to the possible individual and personal assessment based questions that could have arisen during this part of the session, the Teams recording was stopped, and so I was unable to observe this. Although from speaking with Lisa, it was positive to learn that several students took up this opportunity (V1).

Whilst there were many level 6 students present on the online call, attendance was not at 100%, and so Lisa commented that she was to make all of the slide resources, plus the recording from the session, available to students (K4).

Towards the end of the session, there were a few students that needed to leave early, Lisa coped with this well, providing brief recaps and was not distracted in any way.

Assessment [A3: Assess and give feedback for learning]

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

Comments Due to this session provided being informational only, there were no formal assessments related. Class based understanding was gauged through Q&A / group discussion. Most student questions posed were relevant, however there were a few that were outside of the topic / session, related to other teaching areas that Lisa is involved in. When these questions were raised, Lisa quickly commented that these questions would be addressed separately, when in the appropriate lecture. In responding swiftly, this maintained focus in the session and avoided any digression (A1,2,3,4).
Core Knowledge • K1 How learners learn, generally and within specific subjects • K2 approaches to teaching and or/supporting learning appropriate for subjects and levels of study. • K3 Critical evaluation as a basis for effective practice. • K4 Appropriate use of digital technologies / resources. • K5 requirements for quality assurance, enhancement and implications for practice
Comments Due to Lisa's present role, acting as Academic Misconduct Coordinator, this meant that the level of detail provided in the session was high, demonstrating a solid foundation of knowledge (K3). Furthermore, in dealing with many academic misconduct cases within the programme area, and with regular liaison with Academic Office / Quality Standards, this meant that Lisa's information was also very current (K5). The findings / information provided during the session was delivered professionally and proved level appropriate. It is expected that where the session is delivered to differing groups (Level 4 and 5), that again, the guidance provided would be level appropriate. This 'tailoring' was confirmed by Lisa (A5, K1, K2, V3). Tools used to deliver the information during the session were suitable. PowerPoint was effectively used - a diverse range of slides were included (K4). As indicated earlier, the session was subdivided into two parts, namely; Part 1 = Academic Integrity and Part 2 = AI. In each section, relevant detail and examples were provided. For Academic Integrity, the key principles were addressed, and specifically H.Ed and UWTSD guidelines / requirements, plus information on accuracy and highlighting the availability of University library resources (V4). Within the second section on AI, context and background of AI (definitions and guidelines) was explained, along with information on available and appropriate 'tools' for use and also highlighting UWTSD permissions.
Professional values V1 Respect for individual learners /diverse groups of learners V2 Promote engagement and learning and equity of opportunity for all to reach their potential. V3 Use scholarship, research or professional learning, or other evidence informed approaches as the basis of effective practise. V4 respond to the wider context in which higher education operates, recognising implications for practice. V5 Collaborate with others to enhance practice.
Comments Lisa used a strong evidenced based approach for her teaching session, as she was able to leverage her experience as an Academic Misconduct Coordinator, drawing on both the specific knowledge she had acquired and the broader 'practice' insights gained through her collaborative involvement with

UWTSD committees (V3 / V5). Furthermore, it was evident from the way in which the session was structured and delivered, that the skills having been taught as part of the teaching qualification (PGCert) were being employed (V3).

In terms of specific delivery, all material was explained very well and actively encouraged participation through the means of Q&A engagement (V2). Lisa showed that she was cognisant of the needs of the learner, particularly mindful of their level within the degree programme (*and their specific application of Referencing and AI and therefore employing Academic Integrity*) (V1).

Further noteworthy, as mentioned above, Lisa had clearly included on the slides both H.Ed and UWTSD's positioning on Academic Integrity, via resources taken from Academic Office and UG programme materials, and explained through subject based / student pathway examples (V4).

Examples of good practice:

The session delivered was very interesting and informative. The content and delivery was strong, using appropriate teaching aids, and was suitable for a range of learners, therefore addressing inclusive practice. Being an online session, this can make delivery more challenging, however Lisa presented very confidently and professionally (*appropriate use of voice and body language on screen*).

The session objectives were noted at the outset of the presentation and also recapped at the end. This would have provided strong clarity for the student. Several opportunities were given for the group to ask questions (K2, K3). All questions were positively received and responded to in detail, with further opportunity given for 'one-to-one' student/tutor conversations following the main session.

Clear evidence / coverage of key **PSF2023** Standards during the Session both – **Dimensions and Descriptors** – specifically D2 (Fellow) Descriptor. From the detail included in the above feedback form, Lisa clearly addresses D2.1 through the use of all 5 Professional Values, D2.2 the application of all 5 forms of Core Knowledge and D2.3 the effective and inclusive practice in all 5 Areas of Activity.

Suggested Action points:

Points / Consideration for Future Practice:

- 1) Whilst it is understood that the session observed was an information based session only, if it had been broadened to incorporate an extended tutorial/seminar focus, there may have been opportunity to introduce a small number of practical tasks within the session, to reinforce knowledge. This may be more relevant for the lower levelled groups (particularly level 4), where practical tasks, can aid understanding and application for those less experienced.
- 2) Whilst PowerPoint is a common tool for delivering sessions and was a suitable approach for the session observed, possibly, for future sessions, alternative delivery methods could be explored - - *such as *discussion groups / * interactivity / *pre-reading resources....* However it is understood that limitations are placed on online delivery, via Teams.

For Observee

Write a short statement to address Area of activity [A5]. Describe how this observation will enhance your practice.

Delivering this session was a good opportunity to apply both my subject expertise and understanding of learner development. My Practice Advisor's feedback recognises my subject knowledge and the appropriateness of the session structure. The session was recognised as level-appropriate and well-prepared, and in alignment with the UKPSF 2023 D2 Descriptor (Advance HE, 2023) (A5).

A key strength noted was my ability to design content appropriately for Level 6 students (K2): Drawing on my role as AMC, I was able to contextualise guidance on academic integrity using real examples and current university policy. This demonstrated depth of subject knowledge (K1, K5) and provided students with credible, relevant insights (V3). Linking my discussion back to students' current assessments helped to reinforce practical understanding of good practice and ethical scholarship (A3).

While the same base PowerPoint presentation was used across Levels 4-6 (*see also section 1. for context*), I tailored the delivery to suit this group's level of expertise. This flexible approach reflected a strong understanding of how students learn at different stages within their studies (K1, K2, V1). At Level 6, this meant moving beyond definitions to consider advanced application, particularly referencing, and is generally more mature compared to Level 4 students for example.

Recording the session was intentional. I found it beneficial not only for students who were absent, but also for those, particularly neurodivergent students (V2), who wish to revisit materials at a later stage (Horlin, Hronska & Nordmann, 2024) (V3). I chose to stop the recording after the main session due to the sensitive nature of the subject matter, with some AM cases potentially being shared. This decision reflects an understanding of and compliance with data protection legislation, such as the University's Lecture Recording Policy (UWTSD, 2024b) and the UK's Data Protection Act 2018 (The National Archives, 2018) (V2).

The online nature of the session presented additional considerations for inclusivity. I used accessible slide design (university-approved cream-coloured slide template) with high-contrast text, audio and visual elements to cater different learning styles, and ensured all materials were shared after the session, which aligns with Universal Design for Learning (CAST, 2025) and **V1**. The feedback suggests sharing slides prior to the session which is something I will incorporate for future rollouts.

The feedback also highlighted the need for more interactive elements. While Q&A and group discussion were utilised to promote understanding and dialogue (**A3**, **A4**), the session remained largely tutor-led due to the online format and time constraints (of an extracurricular setting). I recognise that facilitating learning may generally be more effective than traditional knowledge transmission, especially for achieving learning outcomes. Research by Oubibi, Liu & Metwally (2024) found that adult learners often develop passive knowledge transmission over skill development. To address this, the authors advocate for integrating interactive, community-oriented learning experiences (**V3**). Integrating practical activities and peer-led discussions are generally feasible strategies for me to employ, though time limitations and large class sizes pose challenges. One effective action I have taken is embedding session delivery within scheduled lecture time (*see also section 1. for context*), which provides greater opportunity for activities, increases participation and reduces the feeling of “additional workload” outside of lectures (**K1**, **K2**), especially for adult learners with work or childcare commitments (Oubibi, Liu & Metwally, 2024). For future rollouts, I plan to break cohorts into smaller, more manageable groups.

Overall, the feedback confirmed that my practice aligns closely with the UKPSF 2023 D2 Descriptor (Advance HE, 2023) (**A5**).

Observer: Kathryn E Flynn

Date: March 2025

Observee: Lisa-Marie Bassler

Date: March 2025

PGCert PARTICIPANTS

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

3.3 Teaching Observation 3

PGCert tHE OBSERVATION FORM -PSF 2023



Details of the Observation	
Observee	Lisa-Marie Bassler
Practice Advisor / Expert Peer Observer	Kathryn E Flynn
Date of the Observation	18 th February 2025
Campus / Location	Online – Teams.
Date, Time, Duration	18 th February 2025 – 1 hr session.
Subject Speciality	Placement Modules (BMIH6002/6003/6004) Level 6 Students
Type of activity	Placement Tutor Meeting
This observation will contribute to the participant’s portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague or professional colleague. Observation by a fellow participant on the programme is not permissible as a means of authenticating practice.	

Teaching/Support preparation [A1: Design and plan learning activities/programmes] <i>i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.</i>
Comments On the 18th of February, Lisa held a one hour online placement tutor meeting for the Hospitality and Tourism Management (HATM) students at Level 6. The focus of the session was to liaise with students who were currently out on placement and to provide support to them whilst out in industry. The session’s aim was clear, in providing specific and tailored support to students when working within the hotel and hospitality industry, and to encourage them to take full opportunity whilst in the workplace. The session involved the students talking about their experiences on placement and Lisa providing good support, discussing assessments and responding to questions. Such sessions take place regularly, so that help and guidance can be provided at regular points throughout the 10 week placement. The one hour session, involved all students talking about their placements to date, and noting particular experiences since the last placement meeting took place – therefore commenting on specific progress made in their job roles. Due to there being many students on the call, who were each required to comment and provide updates, the session needed to be carefully managed, with Lisa taking the lead working her way around the virtual classroom and requesting individual students to feed back. She ensured order and clarity within the group. This is particularly important to ensure, as when online, control and management of ‘open’ discussion sessions can be difficult. Lisa handled the session well,

ensuring that each student had opportunity to input and discuss their placement and ask any questions. Lisa showed knowledge of each and every student, with regards to their vocational experiences to date and where they were placed within organisations and their UK locations.

It was evident that Lisa had reviewed student placement details ahead of the session, as was well briefed on the student working job roles and was therefore able to provide structured support / advice / feedback for students' future development on placement. Due to the 'open' discussion based session, all students were able to have benefit from individual placement examples discussed (A1, A2, A3, A4).

Teaching [A2: Teach and/or support learning through appropriate approaches and environments.]

i.e. Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to the subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc. Technique and Aids: General apparatus – board, data projector, use of handouts. Was effective communication achieved? Was there good student-teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.

Comments

At the start of the session, Lisa clearly outlined the aim of the placement briefing / tutorial session - - provided an 'action-plan' for the session.

The session reviewed (18th February), was the third session that Lisa had organised with the student group and was at a mid-way point through the placement period (week 5 of 10 weeks). Lisa made comments as to the previous sessions, and built on earlier discussions, as to the vocational development within the group since the start of placement, and with a focus to build on this moving forward over the remaining few weeks left on placement.

As noted above, the session was tutorial based and was delivered as part of an 'open' discussion, as opposed to a lecture. Lisa created a positive environment within the online Teams setting, so that students were comfortable to share their current placement experiences. Whilst all students know each other on the programme, now in level 6, sometimes an 'open' discussion session can result in students lacking full confidence to share their experiences. However Lisa, positively encouraged all students to input, by going around the virtual classroom. Initially asking for volunteers to talk and discuss first, and beyond this, then asking for particular students' input. Through creating a positive discussion based environment and through careful questioning, appropriate opportunities were provided for level 6 student discussion. Each student was allocated time to give their placement updates, with Lisa then making relevant comments / providing constructive feedback/support. To ensure that everyone felt they had sufficient time to talk and update, Lisa was clearly managing and monitoring time. With such a large group and trying to ensure that everyone has sufficient time to input can be challenging, but this was handled well. Some students had more to say and Lisa effectively time managed this and where students were limited in their comments, Lisa encouraged these students to further elaborate (A2, K2).

As this was a tutorial based session, there were no specific teaching aids used. The session was centred around tutor / student discussion-feedback plus Q&A.

Effective Learning Environments [A4: Support and guide learners /V1: Respect individual learners/diverse groups of learners]

i.e. General class atmosphere, level of participation, attention, and interest. Student attitude and ability to carry out classwork. Were learning problems identified and overcome? Awareness of individual needs. Attitude to students.

Comments

Overall, the online class environment / atmosphere was positive. There were good levels of student engagement as part of the 'open' discussion tutorial. Lisa managed the virtual room, so that students remained attentive throughout the session, when placement experiences were being shared by individual members of the group. In addition, all students had opportunity to make comments on placement experiences shared and where relevant, ask advice and pose questions of Lisa and the wider group (sharing forum). The tutorial session was clearly very different to the approach taken for the delivery of a more formal lecture. Lisa had adopted an appropriate style and approach to encourage student contribution and feedback within the tutorial. She was supportive to all in providing guidance for academic / vocational development (A3, A4, K2).

Specific thought had been given to the virtual teaching environment and how best to address the session's objectives, addressing modular guidelines and complying with UWTSD academic policy and requirements (A2, V4, K5).

Assessment [A3: Assess and give feedback for learning]

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

Comments

Due to the session being tutorial based only, there was no formal assessment method undertaken during the class. Understanding was gauged through discussion / Q&A / feedback. As noted above, during this session, students were able to learn from each other in the 'live' examples provided of their time on placement. Where questions were posed, Lisa responded to these very well, giving good levels of detail. It was noted that certain students had similar questions, whereby these students were able to have their questions responded to on differing levels and through varying examples and were therefore reinforced.

Whilst there was no specific assessment undertaken within class time, Lisa did refer to the wider modular placement assessments which were to be submitted at the end of the vocational period. Lisa reinforced the placement assessments with regards to task expectations and deadlines. She also highlighted the opportunity for students to provide her with assessment draft work and strongly encouraged this. Furthermore, links were also made to additional modules that have a connected placement assessment – namely; Placement Project. Lisa clearly signposted students to where all assessment information could be sourced and also referred students to the relevant lecturers and where they would have input to future classes / assessments.

I was very happy with the way in which the tutorial session was organised and delivered. Students also responded positively to the session, as evidenced through their input / involvement and questions posed (A1,2,3,4, V1,2).

Core Knowledge

- K1 How learners learn, generally and within specific subjects
- K2 approaches to teaching and or/supporting learning appropriate for subjects and levels of study.
- K3 Critical evaluation as a basis for effective practice.
- K4 Appropriate use of digital technologies / resources.
- K5 requirements for quality assurance, enhancement and implications for practice

Comments

As noted above, the session was delivered through discussion and Q&A, which was appropriate for the module / session type and for the level of student (Level 6) **(K4)**.

Within these tutorial sessions, Lisa clearly supports the students whilst on their 10 week vocational placement, through regular tutorial input - - (the peer observation reviewed was placement tutorial session 3 for the group) **(K2)**. All students were given constructive advice for practical development (job role specific) **(K3)**.

As like other sessions I have reviewed for Lisa, the session was run very well and information was clearly and professionally covered, with regular opportunities being given to students to ask questions and for information to be reinforced **(A1, A2, A3, A4, A5, K1, V3)**.

Good levels of detail was provided in the session, addressing the tutorial support based requirements of the placement module **(K5)**. It was evident from the way that the session was structured and delivered that the skills having been taught as part of the teaching qualification (PGCert) were being employed **(A5)**.

Professional values

V1 Respect for individual learners /diverse groups of learners

V2 Promote engagement and learning and equity of opportunity for all to reach their potential.

V3 Use scholarship, research or professional learning, or other evidence informed approaches as the basis of effective practise.

V4 respond to the wider context in which higher education operates, recognising implications for practice.

V5 Collaborate with others to enhance practice.

Comments

Lisa demonstrated a positive rapport with all students in the tutorial session, giving time and attention to every student – listening to the updates, responding to questions and providing placement support through constructive feedback **(V1)**. Lisa encouraged all students to provide an update on their placement – eg; roles undertaken, skills developed, issues and challenges..... where students were less forthcoming, support and reassurance was given to these students to encourage their input **(V2)**.

From having involvement in the placement programme, including acting as coordinator / tutor within IHM for the last few years, Lisa was able to draw on much experience to support the students. During the session, she was able to confidently talk about job roles, her industry links with the wider hotel / hospitality sector and provide practical examples to the students where needed and link to the IHM Level 6 programme and graduate vocational outcomes **(V3, V4, V5)**. Having such practical resources as examples, strongly aids students' learning and development.

Examples of good practice:

At the outset of the session, objectives were clearly noted and to reinforce, at the end of the session, the objectives were recapped (**A4, K3**).

Lisa proved to be very supportive of the students in the session, she also reminded the students of the wider available help resources for them at any point during the placement process, through the various online platforms – Teams / Moodle... but also by contacting her and the wider placement team direct.

Due to the nature of the session being very practical – as part of an ‘open’ tutorial placement session, Lisa was able to be more flexible in her approach. To further highlight flexibility, she also pointed out that there were other sessions that students could attend, which may be more suited to their placement working / shift patterns.

Instead of the session being structured around a set of PowerPoint slides, Lisa was able to develop the session with more of an informal approach. In applying this style, the session was developed around the students and therefore was more inclusive. Lisa went around the virtual classroom asking for updates and feedback and as part of this, she created a supportive and ‘balanced’ environment for students to feel confident to discuss their placements, to pose questions and gain feedback. All students were then able to learn and develop from each other, by hearing other students’ placement experiences.

Whilst there are clear positives of having an ‘open’ discussion tutorial as like the session observed, I fully understand how challenging this can be from a time perspective, to ensure that a session is *not running over or under*. From the session reviewed, Lisa proved effective in allowing sufficient time for each student to contribute and to appropriately draw the session to a close.

Detail covered in the session, fully addressed the **PSF 2023** both – **Dimensions and Descriptors** – specifically D2 (Fellow) Descriptor. From the detail included in the above feedback form, Lisa clearly addresses D2.1 through the use of all 5 Professional Values, D2.2 the application of all 5 forms of Core Knowledge and D2.3 the effective and inclusive practice in all 5 Areas of Activity.

Suggested Action points:

Points / Consideration for Future Practice:

- Where there is perhaps less input / feedback from certain students or with certain larger groups, perhaps the tutorial sessions could take place with less number of students - - half hourly sessions instead of hourly and running two or more groups. With less students in the group, this may encourage those that are less confident to share.
- To encourage students to further input / provide greater placement feedback, perhaps online breakout rooms could be introduced for small student group discussions (vocational group learning opportunity). Following these small group discussions, maybe students will be more willing to share in a session.

For Observee

Write a short statement to address Area of activity [A5]. Describe how this observation will enhance your practice.

The feedback from my Practice Advisor offered valuable insight into the effectiveness of my practice, while also identifying areas for improvement (**A5, K3**). A key strength identified was my ability to plan activities (**A1**) that were relevant and tailored to students' current vocational contexts. The session was student-centred and designed around open dialogue, with the aim of helping students reflect on their hotel placements and link their practical experiences to theoretical concepts developed during their studies, in line with students' assessment requirements. I had reviewed students' placement information prior to the session, including consulting mentors at their respective hotels, which enabled me to provide appropriate support (**A2**). This preparation also demonstrated my understanding of how learners learn in vocational settings (**K1**) and my ability to draw on subject-specific knowledge to offer constructive feedback (**A3, K2**).

I created space for each student to contribute and was responsive to hesitant students, demonstrating respect for individual learners and promoting participation (**V1, V2**). Originally, one biweekly meeting was planned by the Placement Lead. However, after concerns about placement schedules and prayer times during Ramadan by some students, I introduced two biweekly sessions at different times (morning and afternoon). This was well-received by students and supported inclusion across cultural backgrounds (**V2**). Additionally, I proposed this strategy to colleagues on the placement team, who eventually adopted this also. This demonstrates my commitment to ensuring a consistent and inclusive student experience, in line with **D2**.

The feedback highlighted that some quieter students may benefit from smaller group formats or breakout sessions. For the new term, I am keen to trial meeting weekly with smaller groups, though alternating between groups so that students' time is not compromised. This approach ensures every student has the space to be heard and feel confident sharing their experiences (**A4, K2, V1**). At the time of this reflection, I have proposed this strategy to the placement team.

My approach to peer collaborative learning was well-received by my Practice Advisor. The session gave students the chance to learning from each other, feeling inspired by learning opportunities or discussing shared challenges, such as customer interactions, which is in line with collaborative learning principles discussed by Ojie-Ahamiojie (2024). The feedback reinforced that my adopted teaching strategy aligns with research and evidence-informed approaches to teaching (**V3, K2**).

While no formal assessment took place during the session, I ensured to link our discussion to upcoming assignments, reinforcing deadlines and offering draft reviews. This contributed to developing students' confidence and clarity for them to reach their full potential when approaching the summative assessments (**A3, K2, V2**).

Finally, the feedback acknowledged how my approach reflected my ongoing development throughout the PGCert programme. Drawing on my hospitality industry background and teaching experience, I bridged classroom learning with employability skills to connect placement to wider programme outcomes and graduate attributes, which is particularly relevant in hospitality education (Capua, 2021) and desired by hospitality employers (Ngoepe & Wakelin-Theron, 2023), and further supports my students' professional development (**K1, V4**).

In summary, the feedback confirmed that my practice aligns with the UKPSF 2023 D2 Descriptor (Advance HE, 2023) (**A5**).

Observer: Kathryn E Flynn

Date: April 2025

Observee: Lisa-Marie Bassler

Date: April 2025

PGCert PARTICIPANTS

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

4. CPD Events (Reflections)

4.1 Passion4Hospitality Careers Exhibition & Conference

On 29th November 2024, I attended the *Passion4Hospitality Careers Exhibition & Conference* alongside three colleagues and 13 students (Level 4/5), hosted at Novotel London West, London. Organised by the Institute of Hospitality, this event is recognised as the largest student and graduate conference and careers exhibition in the field (Institute of Hospitality, 2024). The event provided a platform for participants to network with industry professionals, gain insights from keynote speeches and participate in employment-focused workshops and activities (**A5**).

Attending the conference alongside my students was a transformative experience that contributed to my professional development. It allowed me to step out of the traditional role of lecturer and engage as a co-learner and facilitator, creating and sharing a space of intellectual curiosity and exploration with my students (Mnouer, 2020). Research consistently highlights the important role of conferences in promoting CPD due to the connections we develop “constructing our own identities as academics” (Edelheim et al., 2018, p.105) (**V3**). From an educational perspective, conferences serve as critical platforms for professional networking (University of Kent, 2024), career exploration (Shulga & Spencer, 2023) and knowledge exchange (Rowe, 2019) – concepts deeply rooted in established theories of experiential learning, such as those proposed by Kolb (1984) (**V3**).

A key benefit was gaining insight into my students’ learning processes. Observing how they engaged with ideas outside the classroom setting helped me better understand their critical thinking skills, areas of interest and the kinds of academic discussions that stimulate them (**K1**). These observations have informed the way I design lessons and activities, making my teaching more responsive to students’ needs (**K3**). For example, I now include career conversations earlier in their studies, rather than waiting until Level 6, which contributes to enhancing the overall student experience and journey (**K2**).

The experience also strengthened my mentorship role. Sharing this experience with students allowed for more informal conversations about their academic and professional aspirations. I found myself engaging in discussions about their goals, motivations and uncertainties. These interactions helped build stronger relationships and allowed me to better support them as individuals, not just learners in the classroom (**V1, V2**).

The conference also revitalised my subject knowledge. Exposure to current research and innovative practices in the hospitality field reinforced the dynamic nature of our industry. I particularly enjoyed the panel discussion on AI in hospitality. The debate inspired me to revisit aspects of my curriculum. Subsequently, I included contemporary insights into AI literacy as an essential employability skill in hospitality (**A1, K4, V3**). I also participated in a workshop on communication confidence which offered strategies to enhance my effectiveness as a lecturer (**V3**), such as use of voice and body language.

Lastly, the conference expanded my professional networking skills. During the event, I networked actively, gaining new LinkedIn connections. Overall, attending the event with my students was a positive professional development experience. It enriched my teaching practice and deepened student relationships. Moving forward, I plan to engage more actively in similar events, recognising the benefits they bring to both my students' growth and skill development (**K1, K2**), and my own professional development (**A5**).

4.2 International Women's Day – Partners in Progress

On 7th March 2025, I attended the *International Women's Day – Partners in Progress* event at Bluestone Resort, organised by the Institute of Directors. The event was designed for hospitality industry professionals, as well as students and educators from further and higher education institutions, to celebrate the progress made in advancing women in the hospitality workplace (Institute of Directors, 2025). I attended the event alongside three colleagues from the HATM discipline (A5).

The event provided a valuable space for open dialogue on gender equity, leadership and diversity within the hospitality industry. These topics are not only socially significant (Gursoy & Maier, 2023), but significantly relevant to me and the curriculum I deliver (V2, V4). A particularly impactful part of the day was hearing directly from women in hospitality and tourism, who shared personal stories of overcoming adversity and breaking into male-dominated fields. Their stories offered real insights that reinforced the importance of embedding diverse perspectives into my teaching (V1) – not as an add-on, but as a core part of preparing students for an inclusive and socially aware professional environment.

Keynote speakers such as Brian Jones MBE, founder of Castell Howell, and William McNamara OBE, founder of Bluestone, were equally inspiring. Both shared personal stories of resilience and leadership, that resonated deeply with me.

The event encouraged us lecturers to critically reflect on the inclusivity of our teaching (V5). This made me question whose voices and experiences are represented in my examples and case studies (K3), and I have since increased my efforts to encourage dialogue around equity, diversity and inclusion, and to use more representative images in my slides, thereby respecting the diversity of my international students who come from varying cultural backgrounds (V1).

In the afternoon, I participated in a guided tour led by Bluestone's Food & Beverage team. The tour explored practical themes such as food waste management, sustainability practices and inclusive workplace strategies. This experience refreshed my subject knowledge and provided real-world case studies to incorporate into my teaching (K4, V4, V5). Research supports the idea that hospitality and tourism students learn best through connecting theory with practice, either in the form of experiential learning via placements (Kim & Jeong, 2018), case study explorations (Ineson, Yap & Niță, 2022), or problem-based learning (Guo et al., 2020; Rosenkranz, 2022) (V3). This event and my research strengthened my ability to offer those links and learning activities (K1), for example, during sessions with Level 6 placement students.

As outlined in *sections 5.1 and 5.2 in my UNHE7007 Portfolio*, enhancing my networking skills remains one of my professional goals. I actively used the event to connect with industry professionals. As a team approach, we discussed future placement opportunities and potential guest speakers with Bluestone managers to enrich the student experience (**V5**). With ongoing cuts to HE funding (Adams, 2025; Russell Group, 2025; Standley, 2025), my contribution to establishing partnerships within South Wales has created new, cost-effective learning opportunities for students (**V4**). We also plan organising trips alongside students to the resort going forward.

In summary, the event challenged me to think more critically about my role as an educator. It encouraged a more inclusive and reflective approach to my teaching and reinforced the importance of representation both in content and in practice (**K3**).

4.3 Digitally Enhanced Education Webinars: AI in Assessment – How Universities Are Responding and Innovating

The University of Kent regularly hosts webinars as part of its Digitally Enhanced Education Webinars series (University of Kent, n.d.), which I have been attending regularly over the past two years. This CPD reflection focuses on two events from the series *AI in Assessment – How Universities Are Responding and Innovating*, held on 26th March and 2nd April 2025 (A5).

These webinars explored the evolving role of AI in assessment within HE. The 16 interdisciplinary presentations addressed academic integrity, AI-assisted marking using Graide, practical case studies and institutional strategies. They brought together the perspectives from educators, researchers and students, advocating for closer collaboration between them. One talk presented new survey data collected from the Higher Education Policy Institute, revealing that 88% of UK students are using GenAI to help with assessments (Freeman, 2025). These results underscore the urgency for HEIs to respond proactively. There was consensus on positioning AI as a “learning partner” and developing students’ AI literacy, which is a critical skill for success in the modern workplace.

The webinars reaffirmed the value of the actions I have taken as AMC. In particular, it validated my proactive delivery of AI support sessions to help students navigate AI tools ethically and effectively (*see I.*). Hearing from other institutions confirmed that this kind of intervention is increasingly important (V3, V4).

I was encouraged to think more creatively about assessment design, focusing on AI-proofing tasks to promote critical thinking over AI reliance. My research confirms this as a crucial human skill for success in an AI-driven world (George, 2023; Carucci, 2024; Chan & Colloton, 2024) (V3). Based on this literature, I recognise the role I play as an educator in developing this skill to enhance students’ employability (K3), which resulted in my review of existing assessments. For example, I contributed to updating the summative reflective journal assignments for Level 6 placement modules (A3, V4). While AI use is permitted (Research, Structure, Proofreading), reflections must be personal and authentic. By requiring students to critically reflect on their development, theoretical learning and previous work, the tasks become more resistant to GenAI misuse, ensuring learning outcomes are achieved and is level-appropriate (K2).

A key theme throughout the presentations was the need for open dialogue between universities and students, with clearer communication around institutional AI policies to empower responsible use. One student's insight around neurodiversity highlighted how AI policies and assessment expectations can be misunderstood by students with disabilities such as dyslexia. In response, I have updated my placement assignment workshops (*see 2.*) and *Academic Integrity & AI Support sessions* (*see 1.*) to explain allowable AI use with more inclusive and accessible language, ensuring equity of opportunity for all students (**V2**), aligned with Universal Design for Learning (CAST, 2025). For example, in my most recent sessions with Hospitality & Hotel Management placement students (Level 5), I avoided jargon and used more direct language in my explanations.

Overall, these webinars were both educational and thought-provoking. They reinforced the importance of staying current in this rapidly evolving field. Going forward, I aim to strengthen my understanding of prompting and continue developing inclusive, student-facing resources that promote ethical and effective AI use, which are the two areas I identified during these events require further development (**A5, K3**).

5. General Reflective Statement

Throughout my journey on the PGCert programme, I have reflected on my roles as lecturer, placement tutor and AMC (**K3, A5**) and developed as a reflective practitioner by continuously evaluating my teaching to align with the UKPSF 2011 D1 Descriptor (Professional Portfolio 1) and later UKPSF 2023 D2 Descriptor (Professional Portfolio 2), offering a critical assessment of my strengths and areas for development. This reflection is guided by Gibbs' Reflective Cycle (Gibbs, 1988; University of Edinburgh, 2024).

Since the beginning, I felt confident in my subject knowledge (**K1**), but less so in adapting when lectures did not go as planned. I initially relied heavily on PowerPoint, which I believed provided a structured delivery of material. However, student feedback and my Practice Advisor pointed to cognitive overload and a decline in engagement during slide-heavy lectures, highlighting the need for a more interactive, student-centred approach to teaching. In response, I began incorporating collaborative learning and discussion-based activities to encourage active learning (**A2, K2**), aligning my teaching with Universal Design for Learning principles (CAST, 2025) by providing multiple modes of engagement, representation and expression.

Initially, I felt hesitant about stepping away from traditional methods I had used and was used to. However, feedback highlighted the need for a more dynamic, student-centred environment. While the change was challenging, I was motivated to improve engagement and inclusivity, and I gained confidence in my ability to be responsive to student needs over time (**A5, V1**).

Reflecting on my practice, I identified multiple strengths and areas for development. A key strength is my ability to present material and feedback clearly and accessibly (**A1-4**), using plain language and varied formats to support second-language English speakers, like myself (**V1**). Additionally, I am committed to lifelong learning and actively engage in professional development opportunities to improve my practice (**A5, V3**). Feedback from students, peer observations and my own reflections indicated that I create an inclusive environment, which is crucial for supporting the diverse needs of my learners (**K3**).

However, as an area for improvement, I recognise that my use of teaching technologies, such as gamification and polling tools, needs further development (**K4**). Despite my expertise in AI literacy and its potential in education in my role as AMC, I have not fully explored how to leverage digital tools for active learning in my role as lecturer (**K4**).

Reflecting on these challenges, I have recognised the importance of remaining responsive to students' needs and current trends. As I work towards creating more inclusive learning environments, I plan to further diversify my methods by attending CPD events on student engagement and teaching technologies (**A5**). My first step after completing the PGCert will be to explore webinars on Universal Design for Learning. I also aim to gain insights by regularly observing colleagues' practices to inform my own (**V5**).

Reflective practice has been transformative in my development as an educator. Going forward, I intend to continue using reflection to refine my practice. Attending CPD events and collaboration will further refine my understanding of inclusive pedagogies (**A5, V5**). By continuing this process of reflection, I aim to create and enhance inclusive and engaging learning environments that support **all** students in reaching their full potential (**V2**).

6. Record of 100 Hours of Teaching

PG Cert tHE -TEACHING LOG

Candidate: Lisa-Marie Bassler		Campus: Swansea Business Campus (SBC)	
Date	Session Details	No of Hours	Practice Advisor's Signature
25/09/2024	Lecture Sustainable Hospitality & Tourism Management (BMIH5006)	4	Kathryn E Flynn
25/09/2024	Student Tutorial (BMIH6002, BMIH6003, BMIH6004)	0.5	Kathryn E Flynn
26/09/2024	Placement Tutor Meeting (BMIH6002, BMIH6003, BMIH6004)	1.5	Kathryn E Flynn
02/10/2024	Lecture Sustainable Hospitality & Tourism Management (BMIH5006)	4	Kathryn E Flynn
08/10/2024	Student Tutorial (BMIH6002, BMIH6003, BMIH6004)	0.5	Kathryn E Flynn
09/10/2024	Lecture Sustainable Hospitality & Tourism Management (BMIH5006)	4	Kathryn E Flynn
10/10/2024	Placement Tutor Meeting (BMIH6002, BMIH6003, BMIH6004)	1.5	Kathryn E Flynn

16/10/2024	Lecture Sustainable Hospitality & Tourism Management (BMIH5006)	4	Kathryn E Flynn
18/10/2024	Student Tutorial (BMIH6002, BMIH6003, BMIH6004)	0.5	Kathryn E Flynn
23/10/2024	Lecture Sustainable Hospitality & Tourism Management (BMIH5006)	4	Kathryn E Flynn
24/10/2024	Placement Tutor Meeting (BMIH6002, BMIH6003, BMIH6004)	1.5	Kathryn E Flynn
30/10/2024	Lecture Sustainable Hospitality & Tourism Management (BMIH5006)	4	Kathryn E Flynn
06/11/2024	Lecture Sustainable Hospitality & Tourism Management (BMIH5006)	4	Kathryn E Flynn
07/11/2024	Placement Tutor Meeting (BMIH6002, BMIH6003, BMIH6004)	1.5	Kathryn E Flynn
13/11/2024	Lecture Sustainable Hospitality & Tourism Management (BMIH5006)	4	Kathryn E Flynn
13/11/2024	Level 6 Placement Introduction Session (New January Cohort)	1	Kathryn E Flynn

10/12/2024	Lecture Introduction to Gastronomy (BMGM4001)	4	Kathryn E Flynn
11/12/2024	Lecture Foreign Languages & Cultural Awareness (Guest Lecture)	4	Kathryn E Flynn
06/01/2025	Staff Development Session (Academic Integrity & AI)	1.5	Kathryn E Flynn
16/01/2025	Placement Tutor Meeting (BMIT6002, BMIT6003, BMIT6004)	1.5	Kathryn E Flynn
20/01/2025	Academic Integrity & AI Support Session (Level 5)	1.5	Kathryn E Flynn
28/01/2025	Placement Tutor Meeting Group 1 (BMIT6002, BMIT6003, BMIT6004)	1.5	Kathryn E Flynn
29/01/2025	Sustainable Hospitality & Tourism Management (BMIT5006)	4	Kathryn E Flynn
30/01/2025	Placement Tutor Meeting Group 2 (BMIT6002, BMIT6003, BMIT6004)	1.5	Kathryn E Flynn
30/01/2025	Student Tutorial	0.5	Kathryn E Flynn

03/02/2025	Academic Integrity & AI Support Session Level 6 Placement (Term 1) (BMIT6002, BMIT6003, BMIT6004)	1.5	Kathryn E Flynn
05/02/2025	Academic Integrity Support Session Level 6 Placement (Term 2) (BMIT6002, BMIT6003, BMIT6004)	1.5	Kathryn E Flynn
06/02/2025	Assignment Workshop Group 1 (BMIT5008, BMIT5010, BMIT5011)	1.5	Kathryn E Flynn
07/02/2025	Assignment Workshop Group 2 (BMIT5008, BMIT5010, BMIT5011)	1.5	Kathryn E Flynn
18/02/2025	Placement Tutor Meeting Group 1 (BMIT6002, BMIT6003, BMIT6004)	1.5	Kathryn E Flynn
20/02/2025	Placement Tutor Meeting Group 2 (BMIT6002, BMIT6003, BMIT6004)	1.5	Kathryn E Flynn
20/02/2025	Level 6 Placement Introduction Session (New April Cohort)	1.5	Kathryn E Flynn

21/02/2025	Placement Tutorial	1	Kathryn E Flynn
25/02/2025	Placement Tutor Meeting Group 1 (BMIT6002, BMIT6003, BMIT6004)	1.5	Kathryn E Flynn
25/02/2025	Student Assignment Support Session	1	Kathryn E Flynn
26/02/2025	Lecture Leading Restaurant Strategy (BMIT6001)	4	Kathryn E Flynn
27/02/2025	Placement Tutor Meeting Group 2 (BMIT6002, BMIT6003, BMIT6004)	1.5	Kathryn E Flynn
27/02/2025	Student Tutorial (HHM students)	1	Kathryn E Flynn
03/03/2025	Academic Integrity & AI Support Session HHM students (DTC)	1.5	Kathryn E Flynn
04/03/2025	Academic Integrity Session HHM students (Online)	1.5	Kathryn E Flynn
05/03/2025	Student Tutorial (HHM students)	1	Kathryn E Flynn
11/03/2025	Academic Integrity & AI Support Session Level 4 (IGM students)	1.5	Kathryn E Flynn
	Placement Tutor Meeting (Group 1)		

11/03/2025	(BMIT6002, BMIT6003, BMIT6004)	1.5	Kathryn E Flynn
13/03/2025	Placement Tutor Meeting (Group 2) (BMIT6002, BMIT6003, BMIT6004)	1.5	Kathryn E Flynn
25/03/2025	Student Tutorial	0.5	Kathryn E Flynn
25/03/2025	Placement Tutor Meeting (Group 1) (BMIT6002, BMIT6003, BMIT6004)	1.5	Kathryn E Flynn
27/03/2025	Placement Tutor Meeting (Group 2) (BMIT6002, BMIT6003, BMIT6004)	1.5	Kathryn E Flynn
27/03/2025	Student Tutorial	1	Kathryn E Flynn
28/03/2025	Student Tutorial	0.5	Kathryn E Flynn
03/04/2025	Academic Support Session	0.5	Kathryn E Flynn
09/04/2025	Placement Support Session (BMIT5008, BMIT5010, BMIT5011)	2	Kathryn E Flynn
23/04/2025	Placement Support Session (BMIT5008, BMIT5010, BMIT5011)	1.5	Kathryn E Flynn
28/04/2025	Placement Tutor Meeting (BMIT6002, BMIT6003, BMIT6004)	1.5	Kathryn E Flynn
Hours = 100	Hours Carried Over= 0	Total Hours = 100	Kathryn E Flynn

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

Practice Advisor's signature: Kathryn E Flynn

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