

Module: Teaching in Higher Education 1 (UNHE7005)

Portfolio

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Certificate in Teaching in Higher Education (PGCert tHE)*

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## DECLARATION

This work has not previously been accepted in substance for any qualification and is not being concurrently submitted in candidature for any qualification.

Signed .....  ..... (candidate)

Date .....11<sup>th</sup> April 2019.....

## STATEMENT

This work is the result of my own investigations, except where otherwise stated.

Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

Signed .....  ..... (candidate)

Date .....11<sup>th</sup> April 2019.....

## Contents List

|                                                        | <u>Page Number</u> |
|--------------------------------------------------------|--------------------|
| Statement on Teaching and Learning                     | 4                  |
| Reflection – 10 minute Micro-teaching session          | 6                  |
| Reflective report of a teaching intervention cycle     | 7                  |
| Observation 1 (of me)                                  | 16                 |
| Observation 2 (of me)                                  | 18                 |
| Observation 3 (by me)                                  | 20                 |
| CPD Event 1                                            | 22                 |
| CPD Event 2                                            | 24                 |
| CPD Event 3                                            | 26                 |
| Evidence of 40 hours teaching Statement                | 28                 |
| Appendix 1 – Micro-teaching slides                     | 29                 |
| Appendix 2 – Peer Observation Record by Roisin Mullins |                    |
| Appendix 3 – CIPD Quality Assurance Report             |                    |
| Appendix 4 – Peer Observation Record of Roisin Mullins |                    |

## Statement on Teaching and Learning

**Task – ‘Reflect on your experience as a learner and discuss how this will influence your approach to teaching and supporting learning in your discipline’.**

### Reflection of a Specific Learning Activity

On 2<sup>nd</sup> July 2018 I attended a half day training session on the topic of Coaching, facilitated by Kevin Watson, an external consultant. The next few paragraphs are a reflection of this particular learning activity from my point of view as a learner.

Kevin started the session by describing his experience in the field, which helped the audience understand and appreciate his level of expertise. I think this is important as it gives the teacher credibility and reassures students that the teaching is likely to be of a good quality. I always introduce myself comprehensively when I meet a new group of students and find this helpful at the beginning of a course. However, it's equally important to get to know your students since you need to know where to pitch your teaching. Too easy and they will switch off; too hard and they may give up. Allowing students to introduce themselves and describe their experience also raises their self-esteem according to Knowles (1980), as cited in Aubrey and Riley (2016).

Having read a summary of Knowles' six assumptions about adult learners, it is apparent to me that Kevin may have taken these assumptions into consideration when devising the course. The six assumptions are:

1. Self-concept
2. Role of experience
3. Readiness to learn
4. Orientation for learning
5. Internal motivation
6. Need to know

(Aubrey and Riley, 2016).

Kevin made a deliberate effort to make learners aware of sources of further learning, signposting useful texts and websites. He recognised that we were in charge of our own learning and would use his session as a basis for further self-directed exploration, in line with assumption 1. He also reiterated the practical application of the theories and models he described, in line with assumption 6. Kevin was keen for us to understand that we would leave the session with a toolkit, which could be immediately utilised. During the session he also gave us the opportunity to practise our skills.

Theories of andragogy (Aubrey and Riley, 2016) appear to emphasise the importance of stating the purpose of the session, which Kevin executed well. I have always endeavoured to do this, for example, for my CIPD courses, I will state the learning outcomes the session relates to, which avoids questions such as 'how is this relevant to our assignment?'.

Kevin also used breaks well, which were regular and well-timed. This allowed for reflection, as well as for the usual reasons. Ashton and Stone (2018) advocate the use of breaks for these reasons but also state that breaks can be woven into a taught session by asking students to do different activities such as getting up and writing questions on post-it notes for the tutor to answer at the end of the session.

In terms of my future sessions, I will definitely introduce more variety in terms of learning activities, such as role-play. As a new lecturer, with no previous experience, I assumed students would expect a

lecture (mostly one way) and that I would not be seen as doing my job properly if I encouraged flip-learning or adopted a workshop approach to my sessions. I now understand the value of variety and also introducing an element of skills development within the classroom. Including activities also helps reinforce the learning, thus ensuring that students actually remember it.

### General Reflection

In terms of how I learn best, I have learnt over the years that a good learning experience has the following elements:

1. Clear objectives, which are of value to me.
2. Explanations of underpinning theories and models.
3. Activities to encourage the understanding of these theories and models.
4. Practical application of theories and models.
5. Opportunities to ask questions to clarify understanding.
6. An easy to remember summary of the session – ie what I have learnt

Over the years I have learnt about Kolb's learning cycle and Honey and Mumford's learning styles classification (described in Marchington et al, 2016), and can appreciate that students learn in different ways. It is therefore important to vary learning opportunities.

Some of my previous lecturers and teachers have simply stood at the front of the class and talked. The only time this has interested me is when they have been telling stories. With this in mind, I always try to bring the ideas I have been describing to life, with my own stories, either from my own experience or what's in the news. This approach is advocated by Harbin and Humphrey (2010).

### Conclusion

In summary, reflection is an important activity (Woodhams, Perkins and Wilkinson, 2016), which will make me an effective and efficient teacher. Having reflected on one particular learning experience, plus generally, it can be concluded that every learning activity needs to be carefully thought through to ensure students truly benefit from it. A good structure with clear learning outcomes and a variety of learning experiences appears to be key.

### Reference List:

Ashton, S. and Stone, R. (2018). *An A-Z of Creative Teaching in Higher Education*. London: Sage.

Aubrey, K. and Riley, A. (2016). *Understanding and Using Educational Theories*. London: Sage.

Harbin, J. and Humphrey, P. (2010). Teaching Management by Telling Stories. *Academy of Educational Leadership Journal*. 14 (1), pp. 99-106. Available at: <https://search-proquest-com.ezproxy.uwtsd.ac.uk/docview/521249907/fulltextPDF/7B58AFC845EA4EE1PQ/1?accountid=130472> (Accessed: 8<sup>th</sup> February 2019).

Marchington, M., Wilkinson, A., Donnelly, R. and Kynighou, A. (2016). *Human Resource Management at Work*. 6<sup>th</sup> ed. London: CIPD.

### **Reflection – 10 minute Micro-teach (250 words) – Mapped against the UKPSF (shown in brackets)**

On Thursday 13<sup>th</sup> September 2018, I delivered a 10 minute micro-teach session on 'Adding Value' from a Human Resource Management perspective to fellow PGCert tHE students.

This session was designed and planned (A1) by myself as a possible teaching session for students studying at level 5 and adapted to the current audience to help ensure understanding was achieved (Race, 2015). Prior to the session I created a session plan covering timings, content and resources required. I ensured that I was knowledgeable (K1) in this area by researching academic literature beforehand and showing my sources on the slides. At the beginning of the session I checked the level of knowledge amongst students (V1) and established that they knew relatively little about the subject area but clearly knew how to relate to adding value in their current jobs.

The session was structured in accordance with academic research in this area (Biggs and Tang, 2011) and included the following (V3):

Intended Learning Outcomes

Questions to encourage active learning and use of higher level cognitive skills

Summary – what has been learnt

Further reading – to encourage further exploration of themes and a deeper understanding.

As this was a 10 minute micro-teach delivered in a standard classroom, an appropriate method (a short Powerpoint slide-show) was used together with group questions to keep students engaged (K2). The slides were limited in number and contained an appropriate amount of information on them. There was an appropriate balance between theory and practical application. In a longer presentation I would use an on-line quiz (using [www.kahoot.com](http://www.kahoot.com)) to aid and check understanding and encourage participation (K4, K5).

I asked for feedback from my student colleagues following the session and received favourable comments – students felt involved and engaged, rather than 'talked at'. (K5).

### Reference List

Biggs, J. and Tang, C. (2011). *Teaching for Quality and Learning at University*. 4<sup>th</sup> ed. New York: Open University Press.

Race, P. (2015). *The Lecturer's Toolkit*. 4<sup>th</sup> ed. Abingdon: Routledge.

## Teaching Intervention Cycle One

### Introduction

The teaching intervention cycle can be used as a framework to develop practice. It is comparable with the idea of action learning which is the practice of investigating problems or issues with a view to creating new knowledge or improving practice in some other way (Campbell & Sykes, 2007). The process involves planning, implementing and reviewing (Campbell & Sykes, 2007).

There are advantages to using the workplace as a learning environment, as mentioned by Norton and Campbell (2007). This is because the workplace provides an opportunity for experiential learning, combining theory with practice, working and learning with others, immediate feedback on effectiveness and taking risks in a safe environment. In the past I have had difficulty with this last point, however. Although I encourage students to 'have a go' and consider the classroom as a safe environment, it is difficult for me to see my workplace as a safe environment, in that I should not be doing anything that may be detrimental to student learning. I assume the key is therefore to take evidence-based risks – i.e. make sure that if I try something out, there is evidence that it has worked in some context before, or I have a back-up plan if the exercise for example goes wrong.

Norton (2001), as cited by Norton and Campbell (2007) use the acronym 'ITDEM' as a framework for action learning:

Identifying a problem/paradox/issue/difficulty

Thinking of ways to tackle the problem

Doing it

Evaluating it

Modifying future teaching

This is the framework used here to describe and evaluate this teaching intervention cycle.

### Identifying a problem/paradox/issue/difficulty

In the Autumn term (2018) I was given the task of delivering the level 5 module 'Workplace Culture and its impact on Organisational Efficiency', part of the BA Skills for the Workplace, Leadership and Management degree at Swansea Business School. Although the module had been delivered by the Outreach team (delivering at various locations, at weekends or evenings) the module had not been delivered in Swansea. As a result, although learning outcomes and indicative content for the whole module had been developed, plus an outline form of assessment, I had to devise the following (A1):

1. The content for each weekly workshop, from 10<sup>th</sup> January to 4<sup>th</sup> April 2019.
2. Formative assessments.
3. Summative assessments.

The set learning outcomes for the whole module were:

1. To be able to critically assess the culture and context of an organisation.
2. To be able to evaluate an organisation within its broader environment using appropriate environmental and organisational analysis techniques.

3. To be able to critically appraise the cultural and ethical behaviour present in one or more organisations.

4.

The use of learning outcomes indicates that the University is an advocate of constructive alignment (Biggs & Tang, 2011). As such, I was required to create content and assessments that would achieve the learning outcomes.

### Thinking of ways to tackle the problem

In order to meet the above requirements, I first researched the topic by reading widely (A1, K1). According to Biggs and Tang (2007), in order to be effective and student centred you need to know your subject well. This also helped me identify suitable books for a reading list for students. Once I had a good grasp of the content, I devised a weekly timetable for the module (appendix A). From experience, I built in time at the end to read drafts of assignments. It was important to do this during class time as many students work and could only attend during the designated time. I also found out when half term was for the local schools and instead of having a taught session that week, used it to offer optional tutorials. The reason I did this was because most of my students are older and have children that they need to look after during half term; therefore requiring them to attend for part of the session was likely to result in their attendance whereas if I had arranged a full taught session, they may not have attended.

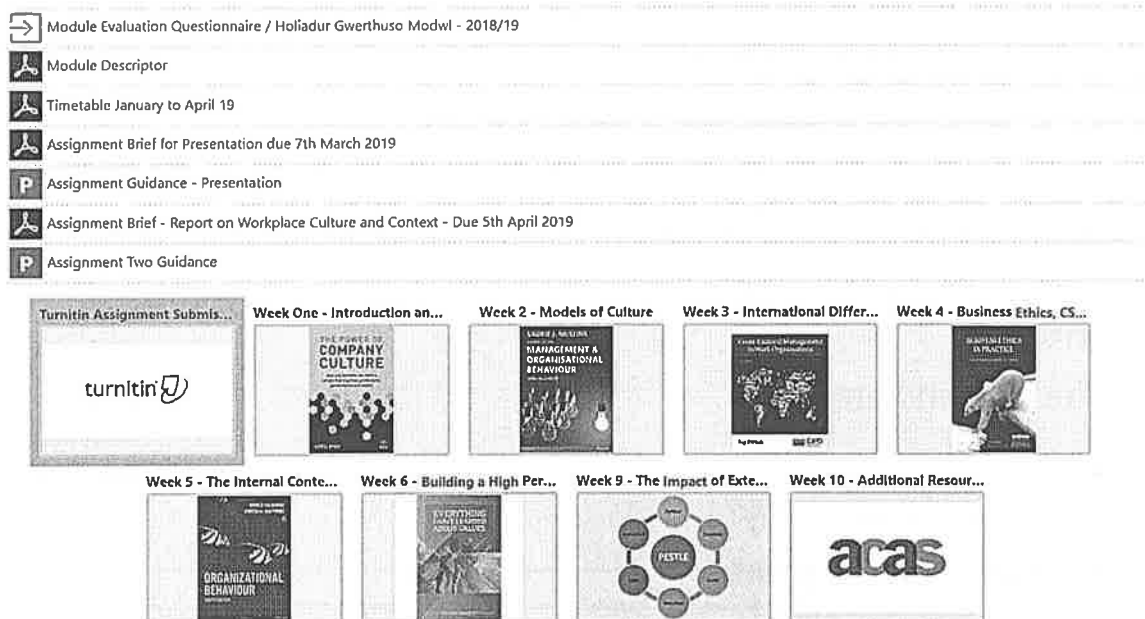
As mentioned by Norton and Campbell (2007), this is now the 'age of the learner' and the focus has shifted from the teacher to the learner. As a result I very much needed to take into consideration the needs of my students when I was creating both the content and assessments (A1). The students are all more mature than the traditional student, most with jobs or families to look after and many did not have previous qualifications. A large proportion had Bangladeshi or Eastern European backgrounds and as a result some did not have a good standard of English, despite living in this country for most of their lives. This presented several challenges, but not uncommon ones, since student populations in recent years have become more diverse (Biggs & Tang, 2011). To take account of some of these issues, I used Powerpoint slides (K4, V1, V2) as a visual aid so that students could see the main points I was making as well as hear them (Jarvis, 2010). I also structured the Moodle (on-line platform) page clearly and provided supporting materials to support each workshop (A4). A screen shot of the page is below:

Module Tutor (Swansea) - Julie Thomas

Tel: 01792 481000

Email: julie.thomas@unwtsd.ac.uk

Sessions are from 9:30 to 12:30 on a Thursday, with effect from 17th January 2019, in Room ASG11. If you would like additional support (available before 9:30 and between 12:30 and 1pm) please email me to book a time.



The headings for each tile confirm that I curated content that covered every aspect of the 'indicative content' stated in the Module handbook and was directly aligned with the learning outcomes for the module.

According to Jarvis (2010) there are several types of teaching including didactic, socratic, facilitative and experiential and that it might benefit the learner if more than one approach is used in a single session. That is certainly the approach I took for this module.

**Didactic** – I devised basic lecture content to be communicated and explored with students. However, as I am aware that attention levels vary during lectures, when I actually went through the content I involved the students by asking questions, thus introducing an element of **Socratic** teaching. This helped encourage participation but also encouraged further exploration of concepts.

**Facilitative** – Each workshop contained activities for students to complete, with me in a facilitator role.

**Experiential** – presentations were frequently used, which mimicked real-life scenarios.

### Teaching Methods (K2, K3)

There are many methods available for teachers to use in a classroom scenario including the traditional lecture, tutorials, group discussion, debate and brainstorming, to name but a few (Jarvis, 2010).

I opted for problem-centred discussion (Jarvis, 2010) for most activities. This is because I wanted to encourage analytical thinking and deep learning (Biggs & Tang, 2011). Bergevin et al (1963), cited in Jarvis (2010) state that a good discussion topic should meet four criteria including being of interest to all, allow students to contribute to it meaningfully, clearly expressed and open to debate. I therefore chose topics with this criteria in mind. One example is below – ethics was part of the

indicative content for the module and should have been interesting to all, they were provided with enough information to contribute to it meaningfully, the instructions were clear and the possible outcomes were open to debate. Students actively engaged with this activity, which served to demonstrate how different individuals' values are, as well as demonstrate the difficulties in navigating ethical issues in the workplace.

## Ethical Dilemmas Activity

In your groups consider the list of ethical dilemmas and agree what you would do in each situation. Justify your answers.

The options are:

1. Do nothing – why?
2. Take action – what?

### Assessment (A3)

The methods of assessment had already been set by the University and included an essay or report of 4000 words plus an individual presentation. Following a discussion with the programme lead and external examiner, it was agreed that there would be a 3000 word report, plus a group presentation (individually assessed) together with the requirement to submit supplementary notes of 1000 words. Having had experience of marking presentations before, I wanted to include the requirement to submit supplementary notes to help the process of marking. The notes would help me assess the level of research undertaken, the level of understanding and extent of analytical thinking, which does not always come across during the actual presentation. It also helped the process be more objective. The Programme Lead then suggested reducing the word count of the report as a result.

Although the general methods of assessment were already set, I agreed that a report and presentation would be an effective way of aiding learning and also assessing competence. The presentation would give students the opportunity to hone skills relevant to the workplace and, as it was scheduled in before the report, allow them to get feedback prior to the report's submission. I agree with Jarvis (2010) in that the process of writing an assignment is a way of learning; it involves gaining a deeper understanding of the topics, encourages critical thinking and builds on what the students experience in class. The advantage of this method of learning over class-room based learning is that the student can tailor it to their needs in terms of content covered and time allocated to it.

I checked that I was using the latest version of the University template for assessments since new criteria for each level had been developed in 2018 (University of Wales Trinity Saint David, 2018). I added specific guidance for each assessment criteria, an example of which is below:

*Guidance specific to this assessment: You should demonstrate your ability to analyse the culture of your organisation and identify how this affects its organisational efficiency, either positively or negatively. You should propose solutions to enhance the culture of your organisation.*

(Thomas, 2019)

The programme director verified the two assignments, with no amendments suggested. I did not use the services of a 'critical friend' (Campbell & Sykes, 2007), who could provide advice on the content and other aspects of the course, but appreciate the benefits of doing so. Indeed, for my other programmes I have regularly sought feedback from my colleagues (for example on the CIPD Diploma in Applied HR and Understanding Critical Thinking).

## Doing it

As the time of the first assessment approached (the presentation on 7<sup>th</sup> March), students began to ask me for the 'tasks' and said that other tutors had told them what to do. There was clearly an expectation that they would have more guidance and that there was one 'right' answer. I explained that at level 5, I did not want to influence them too much as they should interpret the brief themselves and using evidence, construct their own arguments. They were clearly uncomfortable with this, which may reflect the didactic teaching that they had experienced at school. However, as mentioned by Jarvis (2010), the creation of autonomous learners is one of the aims of adult education, and it was not appropriate to tell students exactly how they should respond to the assignment brief. I therefore offered them a compromise which satisfied their quest for direction without being over-prescriptive: I produced a short Powerpoint presentation which gave them high level guidance and reminded them of the requirements set out in the assignment brief.

Following the presentations, in a later workshop, I spent some time with the students reflecting on their performance. I did this for two reasons:

1. So that they could identify ways to improve that they could apply to their report.
2. To encourage them to self-mark and therefore better understand why they were later awarded the mark that was given to them (ie I wanted to manage their expectations and reduce the likelihood of students challenging their mark).

As described by Jarvis (2010) I used a socratic technique (asking questions) to encourage students to come up with strengths and weaknesses by themselves, which was well received (as opposed to just telling them where they went wrong which may have affected their self-esteem).

According to Biggs and Tang (2011), adopting a 'Theory Y' learning climate, where student learning is a top priority is an attribute of an effective teacher. This includes building trust and eliminating anxiety and cynicism. I felt I did this by adopting a friendly and approachable manner. There were several occasions, however when I felt I had to point out unacceptable behaviour; once when one

student persisted in using their mobile phone throughout the workshop and once when a student made his frustration known by putting his head on the desk when another student was seeking clarification on the assignment. Despite wanting to encourage a positive climate, a certain amount of discipline had to be maintained, for the benefit of everyone's learning experience.

Biggs and Tang (2011) also state that social motivation is a good strategy to encourage learning. Teachers who actively demonstrate their passion for the subject can be inspiring. As a result I attempted to convey my enthusiasm for the subject (which was genuine) by describing real-life examples of when I had experienced the effects of positive or negative workplace culture. Telling stories is also an effective way of engaging students (Harbin & Humphrey, 2010).

### Evaluating it (K5)

Jarvis (2010) reminds us that as students should be full participants in the learning process as adult learners, teachers should involve them in evaluating courses. I therefore asked the class to complete the University course moderation form in week 10. This was after the presentation, but before the report had been submitted. I acknowledge that there were perhaps dangers in asking for feedback before marks had been awarded since this may discourage honest feedback, but I helped reduce this risk by emphasising that students should not put their names on the form, and thus give anonymous feedback (Kandiko Howson, 2015).

14 out of a possible 24 students completed the form, a response rate of 58%. The views expressed can therefore be deemed to be the opinion of just over half of the class. Only one student seemed dissatisfied with all aspects of the course but did not offer any improvements. The rest said that they were either satisfied or mostly satisfied. Some of the comments were not comprehensible, but of those that I could understand one comment stood out – 5 students mentioned that the presentations for their two modules had been scheduled very close together which they had found difficult. I will communicate this to the programme lead so that this can be taken into consideration in the future. This is important since the quality of their learning will be higher where students perceive their level of workload is appropriate (Ashwin, 2015).

One student wanted more guidance on the assignment and another did not like being given information to take away and read, which both indicate a passive approach to learning (Biggs & Tang, 2011). This emphasises the importance of including activities in class that promote active and therefore deep learning – if they are not going to do it outside class, I will have to include more of it in class.

There were several positive comments. Five students stated that the information provided was particularly good and one student stated "The module was explained clearly and support has always been provided, throughout the module", which was pleasing from my point of view.

### Assignment Marks

Campbell and Sykes (2007) list tried and tested ways of assessing presentations, which are very similar to the approach taken for this assessment. I used the current general criteria and whilst observing the presentation and checking their submitted notes, assessed the group's performance supplemented with their individual contribution.

The marks for the presentation were distributed as follows:

|              |        |
|--------------|--------|
| Firsts       | 0      |
| 2:1          | 9      |
| 2:2          | 11     |
| Third        | 3      |
| Fail         | 1      |
| Minimum mark | 37/100 |
| Maximum mark | 68/100 |

The average was 56, which is to be expected for coursework according to internal guidance (Thomas, 2019). The standard deviation was 8.35, which is lower than expected, but not unusual for a group presentation when lower performing students usually do better as they are helped by the better performing students.

As most students passed and the average was acceptable, it could be deduced that the assessment was appropriate and sufficient learning had occurred, thus giving some indication that the standard of my teaching was sufficient to deliver the learning outcomes. In terms of developing skills, again the average mark would indicate that students demonstrated good levels of critical thinking, understanding and synthesis, some of the higher order skills.

The second assignment is due in on 3<sup>rd</sup> May, and so outside the scope of this reflection. I will however, complete a similar analysis to the above, following its submission.

### Modifying future teaching

Biggs and Tang (2011) describe three levels of teaching going from just transmitting information to focussing on to what extent the learning outcomes are achieved. Over the past two years I have progressed from level 1, where my teaching was primarily didactic and I even felt guilty for asking students to complete exercises, to something more akin to level 3. I now appreciate the need for a variety of teaching methods to elicit deep learning and the value of engendering a 'Theory Y' learning climate. Unfortunately, however, students do not always appreciate this and I have recently been criticised by an employer who was sponsoring a student for 'not lecturing all day' at a workshop. Expectations need to be managed, so I think I will continue to use an element of lecturing but will ensure that it is more active by using a more socratic style (Jarvis, 2010).

In terms of this specific learning intervention, however, I will make several adjustments including reviewing the assignment specification to elicit more independent critical thinking, adjusting the structure of the workshops and adjusting the timing of the presentation.

### *Review of the Assignment Specification- Presentation*

Although 'Turnitin' highlighted similarity with external sources and therefore sometimes confirmed that a student had put forward someone else's analysis, rather than their own, I was very aware that too much help is available on the internet to complete their assignments. It became evident that students could easily access an analysis of the workplace culture of many major companies. I will therefore consider asking students to focus on a less well known company in the future, to help ensure that the analysis presented is their own. For this reason using fictitious case studies has been helpful in the past – at least then students have no previous work to fall back on. Creating a case study on culture, however, may be too much of a draw on my time and impractical in this sense.

### *Adjusting the Workshop Structure*

Each workshop was structured as follows:

9-9:30 – Tutor available for one to one support

9:30 – 10:45 – Lecture plus questions to encourage active learning

10:45 – 11:00 – Break

11am – 12:30 – Activities to promote understanding and higher level cognitive skills

12:30 – 13:00 – Tutor available for one to one support

Despite my best efforts, several students did not return after the break, perhaps because they anticipated the need to be more active, rather than passive in the second half of the session which some students dislike. Some of the students were acutely shy and despite my reassurances that over time they would find it easier to take part in group activities or presentations, they continued to try to avoid them than practice their skills. In the future, in order to encourage more participation and deep learning (Biggs & Tang, 2011) I will incorporate more activities before the break (K3, V3).

### *Adjusting the timing of the Presentation.*

Due to feedback from students, I will liaise with the programme lead to adjust the timing of the presentation so that it does not coincide with an assessment due date for other modules. This will ensure that students are under less pressure, which will give them more time to study and reflect on their assignment, thus promoting deeper learning.

### Conclusion

Norton and Campbell (2007) state that reflective practice, when aligned with CPD, is a hallmark of professionalism (V4). The aim is to bring about change and apply what you have learnt. In relation to this teaching intervention cycle I have added to my knowledge about managing a diverse student population; I have learnt the value of regularly changing teaching methods within a session to aid deep learning and also the continued value of managing expectations and relationships. I agree with Dewey (1910) as cited by Norton and Campbell, 2007, who states that reflective thinking can be uncomfortable, but having completed this exercise, very much appreciate its benefits.

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### Peer Observation 1 (of me)

According to Campbell and Sykes (2007), peer coaching involves two colleagues giving and receiving feedback on workplace situations with a view to improving practice. A system of peer observations is in existence in the University, with the Head of Service actively monitoring that it occurs and also monitoring the outcomes, thus demonstrating the value the University attributes to the process.

On 12<sup>th</sup> December 2018, a senior colleague of mine (Roisin Mullins) observed the following session of mine:

Student group: Level 5 CIPD Diploma in Applied Human Resources

Module: Understanding the Business Context of Human Resources

Session Topic: Environmental analysis

Location: Carmarthen Business Campus

Time: 1pm onwards

Roisin used the University Peer Observation Record form to record her observations (see appendix). The form gives assessors opportunity to mark each section as either 'appropriate' or having a 'suggestion for development'. Out of 20 sections, Roisin marked two for consideration for development. These were:

1. Clarity and suitability of learning objectives
2. Presentation, explanation, demonstration, use of examples

Roisin commented that, although I had explained the learning objectives that morning, that I could have reiterated the learning objectives at the start of the afternoon session. I will take this on board as the start of a fresh session is a good opportunity to refocus students and remind them that the teaching and learning is aligned to the learning outcomes. This will help with engagement and motivation by reiterating that the session has some value to the learner (Biggs & Tang, 2011).

Roisin also commented that my slides were serious, with no diagrams and that more thought could be afforded to their presentation. This is more of a challenge for me as I use the University template, which automatically frames each slide in a formal way. However, when I need to review these slides for delivery next term, I will include more pictures and diagrams which, by stimulating more of their senses (visual, auditory and verbal), will help students engage more deeply with the content (Ashton & Stone, 2018).

Roisin pointed out several good aspects of my delivery including making students feel comfortable, encouraging participation, answering questions well and the use of challenging activities. These aspects of teaching help create a positive learning environment and encourage deep learning (Biggs & Tang, 2011). It was also important to include an activity that was focussed on the students' organisations to encourage application of their new skills. According to Biggs and Tang (2011) activities should be designed to be meaningful and worthwhile, if they are to motivate and engage students.

Peer observation is a way of 'going public' (Norton & Campbell, 2007) and sharing best practice, and Roisin commented at the end of the session that she had also learnt from me. She said that the video I had chosen was particularly useful in reinforcing my points, for example. She also praised the way that I had dealt with some very challenging questions, from a group of experienced HR managers.

#### Alignment to UKPSF

This observation demonstrates my involvement and competence in the area of teaching (A2), assessing and giving feedback to learners via an activity in the session(A3) and developing effective learning environments (A4). It demonstrates that I am able to use appropriate methods for teaching and learning (K2) and understand how students learn (K3).

#### References

- Ashton, S. & Stone, R. (2018). *An A-Z of Creative Teaching in Higher Education*. 1st ed. London: Sage.
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- Campbell, A. & Sykes, M. (2007). Action Learning and Research and Inquiry Methods on Postgraduate Courses for Professional Practitioners. In: *Teaching, Learning and Assessing in Higher Education: Developing Professional Practice*. Exeter: Learning Matters Ltd, pp. 44-55.
- Norton, L. & Campbell, A (2007). The development of reflective practice in higher education: a theoretical perspective. In: L. Norton & A. Campbell, eds. *Learning, Teaching and Assessing in Higher Education*. Exeter: Learning Matters, pp. 140-147.

### Peer Observation 2 (of me)

In August 2018, I applied to change the mode of delivery for one of my courses (Level 5 CIPD Diploma in Applied Human Resources) from weekly attendance to blended learning (supported distance learning) and monthly attendance. In order to gain approval I had to prepare on-line materials for two units (Using a Research Approach in Human Resources and Understanding the Management of Employment Relations). As a result, an externally appointed examiner assessed my materials and produced the attached report (see appendix), which forms the basis of this reflection.

The examiner highlighted the following as particularly commendable:

1. The inclusion on the Moodle page of a 2 year calendar containing workshop dates and assignment deadlines which was considered as useful for students and employers (V1, V4).
2. A standard format, which showed a considered approach (K2).
3. A mix of learning activities (K2, K3).
4. A detailed learning plan for each unit to guide student's independent learning (K3).
5. Engaging materials (K2).
6. The use of a blog to engage students (K2).
7. A focus on evidence-based HR which is current and appropriate (V3).
8. Activities that are a good blend of applied/practical and academic research (K2, V4).
9. Clear slides that contain content as well as activities to engage students, appropriate to level 5 (K2)
10. Excellent use of CIPD materials and resources (K1)

There were two actions:

1. Clarify which materials are mandatory for students to engage with and which form part of their self-directed learning.
2. Provide information on the 'on the job' learning element of the units, which forms part of the qualification as it is an apprenticeship.

In addition to the above, there were two recommendations:

1. Provide further guidance on the number of guided learning hours.
2. Extend the range of activities for each unit in order to enhance student participation and engagement.

Many of the examiner's comments were clearly derived from research in the field of effective teaching and learning and proved to reinforce my learning in this respect. The CIPD's emphasis on learning outcomes confirms their belief in constructive alignment (Biggs & Tang, 2011) and the value of aligning all materials to the learning outcomes. The emphasis on providing a range of activities is underpinned by theory such as Honey and Mumford's learning styles and Kolb's experiential learning cycle (as described in Marchington et al, 2016). Providing meaningful and engaging activities is important in terms of motivation (Biggs & Tang, 2011), which is particularly important when there is less face-to-face contact with students. As students are engaging mostly with on-line materials, the need to clarify certain points, as mentioned by the examiner, is important since without this direction they may become demotivated and only learn in a very superficial way. Having a clear distinction between mandatory and self-study materials also allows students to have more control

over what they learn, an important aspect of successful adult learning (Gravani, 2015, as cited in Lee, Choi and Cho, 2019).

#### Alignment to UKPSF

As my materials received favourable feedback and the change in mode of delivery was approved, this observation demonstrates my competence in the area of designing and planning learning activities and programmes of study (A1), teaching and supporting learning (A2), assessing and giving feedback to learners (A3) and developing effective learning environments and approaches to student support and guidance (A4). It demonstrates that I know my subject material (K1), am able to use appropriate methods for teaching and learning (K2) and understand how students learn (K3). My use of on-line materials including videos and other media also demonstrates that I can use and appreciate the value of appropriate learning technologies (K4). The comments also demonstrate my commitment to the professional values such as respecting individual learners needs (V1), using evidence-informed approaches in relation to teaching and HR (V3) and, by tailoring the materials to also meet the needs of students' employers, acknowledging the wider context in which HE operates (V4).

#### References

- Biggs, J. & Tang, C. (2011). *Teaching for Quality Learning at University*. 4th ed. Maidenhead: Open University Press
- Lee, K., Choi, H. & Cho, Y. (2019). Becoming a Competent Self: A developmental process of adult distance learning. *The Internet and Higher Education*, Volume 41, pp. 25-33.
- Marchington, M., Wilkinson, A., Donnelly, R. & Kynighou, A. (2016). *Human Resource Management at Work*. 6th ed. London: CIPD.

### Peer Observation 3 (by me)

On 13<sup>th</sup> February 2019 I observed a senior colleague of mine (Roisin Mullins), during the following taught session:

Module: Level 6 Leadership and Management

Topic: Leadership models

Location: Carmarthen Business School

Time: 9:45 – 11:30

Roisin is a very experienced lecturer and exhibited many behaviours during the session that are considered by research to be best practice. For example she had a friendly style and used encouraging words such as 'good' and 'that's right', which contributed to a positive learning environment (Biggs & Tang, 2011). The use of a questionnaire and other activities encouraged further understanding and a deep approach to learning (Biggs & Tang, 2011). Different activities also provided students with preferred learning styles to engage with the content in ways that may suit them better (Mathieson, 2015). She gave examples to illustrate her points which encouraged her students to think about different perspectives and also sign-posted them to additional material, thus encouraging them to engage with more content to aid their understanding. She also physically showed them where to find this material (on the Moodle page), which was useful, since some may easily give up if they struggled to find the material themselves.

There were two areas for development that I identified:

1. Presentation, explanation, demonstration, use of examples
2. Monitoring learner behaviour, e.g. awareness, intervention

There was evidence of American spellings on the slides and also some slides contained a lot of information. Although Roisin appeared to be an advocate of multi-sensory learning (Ashton & Stone, 2018) and used diagrams and books, some of the slides were over-loaded with words, which would have put some students off. Also, during the session some students persisted in having their own conversation and although Roisin dealt with this, she could have been quicker to do so.

I personally benefitted from observing Roisin – we have similar styles and as students responded well to Roisin, this has provided some confirmation to me that this way of teaching is effective, particularly as many aspects, as stated above, are mentioned in research as best practice. Furthermore, she used case studies, which students engaged with and enjoyed, and she also mentioned a book that I intend to use, to aid my future sessions. The fact that I gained from the observation in terms of my personal learning, underlines the value of such activities and the benefits of reflective practice (Ashwin, 2015).

### Alignment to UKPSF

This observation demonstrates my involvement and competence in the area of assessing and giving feedback to learners (A3) and engaging in the evaluation of professional practice (A5). My feedback to Roisin demonstrates my knowledge of appropriate methods for teaching and learning (K2) and how students learn (K3). By engaging in peer observations and acknowledging their benefits, this demonstrates my knowledge of the implications of quality assurance and quality enhancement for academic and professional practice (K6).

## References

- Ashton, S. & Stone, R. (2018). *An A-Z of Creative Teaching in Higher Education*. 1st ed. London: Sage.
- Ashwin, P. (2015). *Reflective Teaching in Higher Education*. 1st ed. London: Bloomsbury Academic.
- Biggs, J. & Tang, C. (2011). *Teaching for Quality Learning at University*. 4th ed. Maidenhead: Open University Press.
- Mathieson, S. (2015). Student Learning. In: H. Fry, S. Ketteridge & S. Marshall, eds. *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. Abingdon: Routledge, pp. 63-79.

CPD Event One – Reflection of 500 words showing how the event contributed to my development relevant to the UKPSF

On 21<sup>st</sup> September 2018 I attended a CPD event for lecturers on the Skills for the Workplace Level 4 programme, on 'Dealing with Unfair Practice Cases', delivered by Kevin Brice, a fellow staff member from the Academic Office. The programme had experienced high levels of unfair practice (plagiarism<sup>1</sup>) and the programme director had arranged the session with a view to raising our levels of knowledge of the subject to help lower incidences but also to help lecturers 'win' cases when they progressed to a panel. I had a particular interest in this as the previous July a case I had put forward to the panel had been rejected – in other words, unfair practice had not been proven.

During the session Kevin made several interesting points, which will inform my practice going forwards and will, I believe, result in less incidences of plagiarism and more enhanced student learning:

1. Kevin emphasised that unfair practice should be first approached as a lack of academic skills, rather than cheating. This is in line with a 'theory Y' approach to teaching (Biggs and Tang, 2011) which emphasises trust in the student-teacher relationship. This approach would encourage students to improve their practice, rather than label them as cheats (**K3, V1**).
2. Kevin mentioned that there is a difference between 'bad' practice and 'unfair practice'. He stated that bad practice was leaving out an author's name, date or page number, whereas unfair practice was leaving out all 3 aspects and therefore giving the impression that it was the student's own work. He encouraged an informal chat in the first instance, rather than an investigation into unfair practice (**A3**). Race (2015) supports this approach by stating that punitive action is inappropriate in the case of inadvertent plagiarism.
3. Kevin advocated the use of oral examinations to evaluate the level of knowledge and understanding of the student during an unfair practice investigation. He suggested asking ourselves if the student has the requisite knowledge and understanding to meet the learning outcomes of the module. If we felt they did, then there was little point in progressing to an unfair practice panel. The students instead, should receive instruction in referencing correctly (**A3**).

This CPD session changed my view on how to approach the issue of unfair practice. Being accused of this can potentially be very demotivating and embarrassing, especially if it was not intentional. Therefore if students are going to learn from the experience and be motivated to learn in their subject area going forwards, then the investigation needs to be handled carefully. Approaching it as an 'academic skills' issue, which is within their control to improve, rather than just giving them a warning which effectively labels them as a cheat, seems a good compromise. This is supported by Biggs and Tang (2011) who emphasise the need to focus on aspects of learning that a student can control, if self-efficacy is to be achieved.

In terms of enhancing my performance at future unfair practice panels, the session also gave me some useful hints and tips, such as clearly highlighting evidence of plagiarism in assignment print-outs and putting forward a clear case. However, reducing the number of cases will be my ultimate aim in the future and I will do this by building in reminders of good academic practice into my

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<sup>1</sup> Defined as 'presenting other's work as one's own' (Fry, Ketteridge and Marshall, 2015, p. 437).

sessions and setting realistic deadlines so that students are not put under unnecessary pressure which may lead to plagiarism (Gravells, 2016) **(A1)**.

Reference List:

Biggs, J. and Tang, C. (2011). *Teaching for Quality and Learning at University*. 4<sup>th</sup> Edn. New York: Open University Press.

Fry, H., Ketteridge, S., & Marshall, S. (2015) *A Handbook for Teaching and Learning in Higher Education*. London: Routledge.

Gravells, A. (2016). *Principles and Practices of Assessment*. London: Sage.

Race, P. (2015). *The Lecturer's Toolkit*. 4<sup>th</sup> Edn. London: Routledge.

On 5<sup>th</sup> April 2019 I attended the faculty end of term 'Reflect and Review' session which was aimed at sharing good practice (V3) and quality assurance (K6). This is good reflective practice in action and demonstrates the faculty's commitment to the UKPSF. The following topics were discussed:

1. The use of technology to engage students (K4)

One lecturer had started using videos created using 'Panopto' on her Moodle programme page as a way of introducing herself initially and then, when she had received good feedback, as a way of reminding students of important content. The lecturing team discussed the importance of using technology to engage students as most students enjoyed watching YouTube videos and there appeared to be an appetite to gain information quickly in this manner (Smallman, 2019). The team went on to discuss the use of vlogging as an assessment method. One lecturer had asked her 63 MBA students to post a 10 minute vlog as part of their assessment. Not only did it help students engage with the content of the course, it also taught them valuable employability skills. The lecturer mentioned that some companies now use videos as part of their selection criteria and this activity gave students a chance to receive feedback on their performance to bear in mind when applying for jobs in the future. The lecturer mentioned how students had filmed themselves in their rooms, complete with clothes on the floor and dirty dishes in the background – this would not give a very good impression to future employers! (Whitmell, 2013)

The above discussion has inspired me to use more videos both in my sessions and as an assessment tool. Gravells (2016) mentions the importance of keeping up to date with technological developments and the need to incorporate these into the assessment process. Not only will using technology help with engagement of students and facilitate deep learning (Biggs & Tang, 2011), it will help students perceive the University as up-to-date and current (V4).

2. Falling attendance (V2)

Many lecturers reported falling attendance levels during lectures, a problem that does not seem to be unique to this University (Smallman, 2019). One lecturer mentioned the need to continually assess using in-class assessments as a way of encouraging students to attend, although some said that even this requirement had not worked. Another lecturer mentioned a new 'speed-dating' event that she had organised which had been very successful. She had invited 12 HR Managers in from local companies and tasked students to ask them about different topics (for example their approach to managing well-being in their companies) as part of their assignment. All 12 turned up and participated and there was good feedback from both the employers and students.

The speed dating event is definitely an activity that I will arrange in the future. Students needed to attend to gain the information they required to complete their assignments, but by attending had a very positive experience which enhanced their skills and aided a deeper understanding of the topics (K2). It therefore covered all five principle factors underpinning successful learning as described by Race (2015) – Wanting, Needing, Doing, Feedback and Making Sense (K3).

During the Reflect and Review session we also discussed useful resources such as the website 'Glass Tap', working with departments such as Psychology and Engineering in joint student workshops and useful practices such as giving out extracts of good assignments following submission, for students to learn from, all of which I gained personally from. Clearly these sessions are a vital part of good reflective practice and highly beneficial to new and existing staff (A5).

### Bibliography:

Biggs, J. & Tang, C. (2011). *Teaching for Quality Learning at University*. 4th ed. Maidenhead: Open University Press.

Gravells, A. (2016). *Principles and Practices of Assessment: A Guide for Assessors in the FE and Skills Sector*. 3rd ed. London: Learning Matters.

Race, P. (2015). *The Lecturer's Toolkit*. 4th ed. Abingdon: Routledge.

Smallman, E. (2019). *How no-show students could be killing the University lecture*. [Online]  
Available at: <https://inews.co.uk/news/education/university-lectures-students/>  
[Accessed 6 April 2019].

Whitmell, C. (2013). *First Impressions Count: how can you overcome Interviewer-bias*. [Online]  
Available at: <https://www.theguardian.com/careers/careers-blog/first-impressions-count-interviewer-bias>  
[Accessed 6 April 2019].

### CPD Event 3 – 20<sup>th</sup> February 2019

On 20<sup>th</sup> February 2019 I attended a tele-conference event with the company 'How am I going?'. The purpose of the event was to gain an understanding of the software available to gain student feedback on courses and also 360 appraisal feedback on lecturing staff. Julian Cook, the owner of the company facilitated the discussion, with the help of his colleagues. Their product was an app, which students would use to give immediate feedback on specific courses or respond to pulse surveys on topics such as facilities or student support. The 360 degree tool would enable lecturers to collect data from colleagues, students and their managers about their performance.

Julian explained that according to his research, 84% of millennials want more feedback, so this was a tool to aid that process and enable staff to have all year round development. Julian proposed sending out a survey to students after a lecture asking them what they liked and did not like, linking it to the Teaching Excellence Framework (Government, 2019).

The app appeared to be an effective way of collecting student feedback in order to evaluate the effectiveness of courses (K5). Race (2015) mentions several advantages of collecting feedback including identifying issues that can be put right before the national survey season starts and of course, identifying ways of improving the quality of our teaching. Race (2015) also points out however that giving feedback can be a chore for students, with 'survey fatigue' (National Research Center Inc, 2017) becoming an issue. This tool appeared to overcome this issue by providing a fun and easy way for students to participate in this activity.

The app also appeared to be an effective way of collecting peer feedback, with colleagues being able to upload feedback on informal interactions on an ad hoc basis as well as formal peer reviewed observations. The feedback would be collated throughout the year for use in an annual appraisal at some point.

This session reinforced the need for me to collect feedback on my teaching as a way to enhance my skills and continually improve. It also reinforced the value of peer feedback. In terms of my subject area (Human Resources Management) it enhanced my knowledge regarding technological tools that are now available to capture feedback and inform performance management processes, so it was also very useful in this respect (K1).

During the session Julian used Powerpoint slides that were displayed on the screen from time to time, as a way of demonstrating certain points. I realised that this is something that I could use with some of my students who are based in other countries. Normally I would just use Skype, but this particular website (Zoom, 2019) allowed the use of Powerpoint at the same time, which was very effective.

### References

Government (2019). *Teaching Excellence and Student Outcomes Framework*. [Online]  
Available at: <https://www.gov.uk/government/collections/teaching-excellence-framework>  
[Accessed 6 April 2019].

National Research Center Inc (2017). *How to avoid survey fatigue*. [Online]  
Available at: <https://www.n-r-c.com/how-to-avoid-survey-fatigue/>  
[Accessed 6 April 2019].

Race, P. (2015). *The Lecturer's Toolkit*. 4th ed. Abingdon: Routledge.

Zoom (2019). *Zoom meetings and chat*. [Online]  
Available at: <https://zoom.us/meetings>  
[Accessed 6 April 2019].

Evidence of 40 hours teaching: previously supplied by Margaret Inman via email.

## Appendices

Appendix 1 – Micro-teaching slides

Appendix 2 – Peer Observation Record by Roisin Mullins

Appendix 3 – CIPD Quality Assurance Report

Appendix 4 – Peer Observation Record of Roisin Mullins

# Adding Value

Julie Thomas  
Lecturer  
Swansea Business School

## Learning Outcomes

- To understand what it means to add value as a HR professional
- The importance of adding value

Length of session - 10 minutes

## How can HR Add Value?

3 Types of Contribution:

- \*Delivering Business Objectives
- \*Providing an Excellent Administrative Service
- \*Acting as a champion for Effective People Management

(Taylor, 2014)

## Case Example

- \*Neath Port Talbot Council
- \*Children's Services
- \*2012-2017

| 2012                                                                                                                                                                                                                                                                                                                                                                                                           | 2014-2016                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>* High number of vacancies</li> <li>* Heavy use of expensive agency workers</li> <li>* Increasing turnover</li> <li>* High rate of sickness absence</li> <li>* High number of disciplinary investigations and grievances</li> <li>* Differing thresholds and standards</li> <li>* Poor performance</li> <li>* Incidences of bullying mentioned to inspectors</li> </ul> | <ul style="list-style-type: none"> <li>* Low number of vacancies</li> <li>* Low use of agency workers</li> <li>* Turnover stabilised</li> <li>* Decreasing levels of short and long term absence.</li> <li>* One disciplinary case a year.</li> <li>* Up to 2 grievances a year.</li> <li>* Consistent thresholds and standards</li> <li>* Moving from good to excellent performance</li> <li>* High morale (staff satisfaction questionnaires)</li> </ul> |

| Examples of HR Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>* Acted as Business Partners</li> <li>* Centralised recruitment and use of agency workers</li> <li>* Promoted Service as an Employer of Choice</li> <li>* Up skilled managers in terms of good people management</li> <li>* Increased communication and involvement</li> <li>* Trained all staff in the basics and introduced Learning and Development plans</li> <li>* Managed all absence, performance, disciplinary and grievance matters</li> </ul> |

### Link to Theory - High Commitment/Best Practice HRM

- \*Selective hiring and sophisticated selection
- \*Extensive training, learning and development
- \*Employee involvement and participation, worker voice
- \*Self-managed teams/teamworking
- \*Performance review, appraisal and career development
- \*Work-life balance

(Marchington, Wilkinson, 2016)

*"The stability in the workforce which had been sustained and built on since the last inspection had contributed to a much more cohesive service. There was more continuity for families, children and young people and workers were able to access more consistent guidance and support for their work. Support from the dedicated HR staff had been crucial in achieving this."*

Inspection of Children's Services in Neath Port Talbot,  
April 2015

## Further Reading

### Further reading:

Taylor, S. (2014). *Resourcing and Talent Planning*. London: CIPD

Marchington, M., Wilkinson, A., Donnelly, R., Kynighou, A. (2016). *Human Resource Management at Work*. London: CIPD.

## What have we learnt?

- \*What it means to add value as a HR professional
- \*How HR can add value

Any questions?

# PEER OBSERVATION RECORD

## APPENDIX PO2

|                                             |                                       |                                                             |
|---------------------------------------------|---------------------------------------|-------------------------------------------------------------|
| Lecturer (observee):<br><i>Julie Thomas</i> | Observer:<br><i>Dr Retain Mullins</i> | Date of observation: <i>12/12/2018</i>                      |
| Module observed (title and level):          | Location:<br><i>T107 Carmarthen</i>   | Start and finish time: <i>13:00 -</i>                       |
|                                             |                                       | Type of session (e.g. lecture, tutorial):<br><i>lecture</i> |

| A=Appropriate<br>Please place a mark in the columns to the right of each statement | A | SD | Observations made during the session<br>*Continue on a separate sheet, if necessary |
|------------------------------------------------------------------------------------|---|----|-------------------------------------------------------------------------------------|
| <b>LESSON PLANNING AND PREPARATION</b>                                             |   |    |                                                                                     |
| Detail and structure of teaching plan                                              | ✓ |    |                                                                                     |
| Clarity and suitability of learning objectives (LO's)                              |   | ✓  |                                                                                     |
| Range of teaching strategies used                                                  | ✓ |    |                                                                                     |
| Choice and variety of learner tasks                                                | ✓ |    |                                                                                     |
| Suitability of environment to be conducive to learning                             | ✓ |    |                                                                                     |
| Understanding of context, e.g. scheme of work, schedule of study                   | ✓ |    |                                                                                     |
| <b>TEACHING</b>                                                                    |   |    |                                                                                     |
| Session start, e.g. outlining objectives, content                                  | ✓ |    |                                                                                     |
| Presentation, explanation, demonstration, use of examples                          |   | ✓  |                                                                                     |
| Accuracy, currency and professional relevance of subject matter                    | ✓ |    |                                                                                     |
| Variety and suitability of teaching strategies                                     | ✓ |    |                                                                                     |
| Use made of resources, e.g. ICT, handouts, (smart)boards                           | ✓ |    |                                                                                     |
| Pace of session, use of time                                                       | ✓ |    |                                                                                     |
| Session ending, e.g. summarising, recapping key points                             |   |    |                                                                                     |
| <b>MONITORING STUDENTS' PROGRESS/RESPONSES</b>                                     |   |    |                                                                                     |
| Monitoring learner behaviour e.g. awareness, intervention                          | ✓ |    |                                                                                     |
| Monitoring understanding during session, e.g. use of questioning                   | ✓ |    |                                                                                     |
| Level of challenge to students, e.g. critical thinking                             | ✓ |    |                                                                                     |
| Level of student participation/engagement                                          | ✓ |    |                                                                                     |
| Giving feedback to learners and setting targets for progress                       | ✓ |    |                                                                                     |
| Use of praise and encouragement                                                    | ✓ |    |                                                                                     |
| Assessing achievement of learning outcomes                                         | ✓ |    |                                                                                     |
| <b>Agreed actions that the Observee will take as a result of this experience</b>   |   |    |                                                                                     |

Julie made every effort to make the group comfortable, very good atmosphere. In introducing the contribution of the session it would still be useful to state the LO's. Everyone commented on how much they liked the teaching room.

The pace was acceptable as it definitely encouraged participation. The group have shared experience and drawing on them to share their knowledge with the group was well received.

Good use of slides, but serious background & no diagrams, perhaps thought could be given to presentation of slides.

Good chance of video & media resources.

Very encouraging of students to ask questions.

Very clear answers to questions, and some very demanding questions, to merit past learning.

Getting the students to revisit past learning worked very well, everyone answered questions.

Used a group based 20 minute activity - Asked if they understood the task and they all agreed.

and got straight into the task.

Things that the Observer will do as a result of this experience

A good demanding exercise to draw on learning & experience, and Julie wanted had to get them to think deeper about what's within the Org. put in place, and as previous planning.

I will revisit my slides to make them more visually appealing. I will also remember to state the LO's at the start of a fresh session - this will remind students of the focus of the session and will reassure them that the content is relevant.

Signature of Observer:

*Q. Allwell*

Date:

12/12/2018

Signature of Observee:

*[Signature]*

I will revisit my slides to make them more visually appealing. I will also remember to state the LO's at the start of a fresh session - this will remind students of the focus of the session and will reassure them that the content is relevant.

Signature of Observer:

P. Abdullahi

Date:

12/12/2018

Signature of Observee:



It was very useful to observe Julie as the topics delivered fit very well with her area of expertise and practice, and I learned about resources and techniques that I can incorporate into my teaching. I will use more media such as video in my lectures after I check out the sites she referred to. Our lecturing styles are very similar as we start with key themes in the lectures, provide time for questions, then follow with individual and group activities and this works well with small/large classes.

|                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>CIPD Quality Assurance</b><br><br><b>Review of Blended Learning Materials/Media Report</b>                                                                                                                                                                                                                                                                                                                                         |                                          |
| <b>Name of centre:</b> University of Wales Trinity Saint David (UWTSD)                                                                                                                                                                                                                                                                                                                                                                |                                          |
| <b>Purpose of critical review:</b><br><br>Review of the sample materials for UWTSD's CIPD Intermediate Diploma in Applied Human Resources. The core unit reviewed was 5CIHR Using a Research Approach in Human Resources/ BMPD 5002 Using a Research Approach in Human Resources and the elective unit was 5KCER Understanding the Management of Employment Relations/ BMPD 5008 Understanding the Management of Employment Relations |                                          |
| <b>Reviewers name:</b><br>Dr Sue Shaw                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Date of review:</b><br>30 August 2018 |

**Modules: Generic Features:**

The centre uses a Moodle VLE platform and the module materials for the programme have been devised by the centre. The programme pages and module pages are easy to navigate. The home programme page contains an introduction from the Programme Tutor together with her contact details. It also contains a link to the CIPD student membership page and CIPD guidance on academic writing together with links to the University's Referencing Guide and Module Evaluation process. There are also areas for announcements, queries, Turnitin guidance and Moodle notifications.

The substantive material is found in a series of subsections; one relating to the overall programme and each of the others relating to the particular module to be studied. Specific information relating to the programme and its proposed operation is detailed and clear. The programme area contains the following information: CIPD Level 5 Diploma Specification Human Resources, Programme Handbook, a detailed timetable for the two year programme, a link to Kogan Page Publishers and details of the two recommended text books. An Action has been set in the CA3B in respect of the Programme Handbook. The provision of a two year course calendar with dates of all module workshops and module assessment methods and submission dates for the duration of the programme is particularly helpful to students and their employers and is commended.

Stated GLH for both modules are in line with CIPD and QCF guidelines. There is a clearly defined and coherent structure to each of the modules which are delivered partly via face to face workshop sessions and partly on line via the VLE platform. For the optional modules, formal learning on the job is also included in the GLH. The scheme of work in the submission documentation identifies and breaks down the details of delivering the GLH for each module. However, this information does not appear to be on the student VLE. It is assumed that the information is made available at induction and at the face to face workshops but it is recommended that it is included on the VLE so that students are in no doubt how the GLH are broken down for each module (**Recommendation 1**).

Each module section on the VLE follows the same broad format of: module purpose, aim and learning outcomes, a learning plan, assessment activity, mark sheet and submission instructions via Turnitin, workshop PowerPoint slides, CIPD recommended reading list and one or more Blogs. The standard format shows that thought has been given to the delivery of the blended learning programme and this will be helpful to students. In addition there is a range of activities, comprising a mix of readings (including CIPD publications), tasks, video clips, podcasts and quizzes, listed on each of the two module pages.

The learning plan in particular provides a useful overview of the module programme, its associated learning activities and the distinction between material covered in the workshops and that which students must do in their own time (defined by UWTSD as 'Home Centred'), listing the latter quite specifically often with the web link. However it is not always clear how this relates to the other reference materials and activities on the module site, particularly when the web links are repeated in both places. For example is it just the readings and tasks in the learning plan that constitutes the additional GLH or the other reference materials and activities as well? This is a point that links back to the issue raised in the CA3B concerning the distinction between GLH and Self Study Hours (See CA3B Action 1). Whilst it is noted that the materials state that there is also an element of individual work and self-study and both modules contain a section entitled 'Other Sources', further clarification is needed in the materials in relation to what are mandatory activities (i.e. part of the GLH) and

what are part of the further self study elements. It is currently difficult to determine whether the VLE material is appropriate to its allocated GLH. Clarification would also enable students to have a more accurate view of the study requirements and schedule their distance learning study. This may include re-naming the 'Home Centred' activity section in the learning plan (**Action 1**).

The ranges of activities included in the two modules that have been reviewed are appropriate to the learning outcomes and include some engaging reading material and work based tasks. Nevertheless, it would appear that reading is the dominant primary activity on the VLE and it is recommended that as other modules are developed the authors of the SDL material further extend the variety of tasks to reinforce applied learning and engage the students on this applied programme (**Recommendation 2**).

Assessment is drawn from the CIPD assessment bank and information is clear, detailed and timely.

**Module code and title: 5CIHR Using a Research Approach in Human Resources/ BMPD 5002 Using a Research Approach in Human Resources**

**Structure and Presentation**

The information in the submission documentation, Student Handbook and on the module pages is clear and consistent. The Scheme of Work in the submission documentation states that 5CIHR requires ten face to face hours in the classroom and ten hours 'distance learning'. The module site follows the generic structure outlined above. The learning plan on the module page is particularly helpful in the way it aligns module learning outcomes and topics covered to individual face to face sessions, specific readings and the assessment schedule. Students can see at a glance what is expected of them, in terms of attendance, 'home centred' activity and assessment with its associated timescales. **Action1** and **Recommendation 1** above are relevant here.

**Content and Assessment**

The material in the two face to face workshops and on the VLE is appropriate to intermediate HR study and demonstrates the mix of theoretical underpinning and practical application that underpins the programme.

The slide material covering the work shop sessions is clear and well structured and there is a clear overview of the module and the learning outcomes in the slides for the initial workshop and this is a thread throughout. The material provides a good overview of the module curriculum and the stages in undertaking a piece of applied HR research and the accompanying report writing process. Whilst the emphasis in the workshop slides is on the imparting of knowledge it is assumed that the tutor will engage the student and encourage critique through the delivery.

Student learning is enhanced via a selection of relevant readings including academic texts, CIPD reports, journal articles as well as video clips and activities which students are required to undertake and subsequently debate and discuss with their peers using the appropriate blog. There is good use of CIPD material and wider high quality and appropriate web based resources. The focus on evidence based HR research is current and appropriate. The two principal tasks represent a good blend of the practical/applied and the academic in that they firstly encourage students to contextualise the information to current HR and their own roles and organisations and secondly understand the required academic underpinning necessary for an evidenced based piece of HR organisational research. The use of the blog is also a helpful way of monitoring student engagement with the material and with their peers.

The assessment is drawn from the CIPD Assessment Bank and the assessment criteria and the submission dates and arrangements for hand in of the two parts are clearly outlined.

**Module code and title: 5KCER Understanding the Management of Employment Relations/ BMPD 5008 Understanding the Management of Employment Relations**

**Structure and Presentation**

The information in the submission documentation, Student Handbook and on the module pages is clear and consistent. The Scheme of Work in the submission documentation states that 5KCER requires seven face to face hours, six hours 'distance learning' and seven hours on the job training. The module site follows the generic structure outlined above. Student requirements are well signposted in the learning plan on the module page in the same way as in 5CIHR Using a Research Approach in Human Resources. Whilst there is a clearer signposting of essential and

optional work (specific reference to optional reading in the learning plan and differentiation between essential and additional reading) there is still some ambiguity for the reader as to what must be done and what is optional and therefore Action1 above is relevant here. Recommendation 1 also applies.

### **Content and Assessment**

The material in the face to face workshop and on the VLE is appropriate to intermediate HR study and a very good mix of theory and practice. The workshop materials and those on the VLE demonstrate a clear theoretical element as well as a strong focus on practical application of employment relations policy, processes and practices. The workshop material shows a good coverage of the key syllabus areas and clear link to the module learning outcomes. The workshop slides are very detailed and whilst there is a strong emphasis on information transfer there is a clear element of student engagement and activity through group work tasks, a case study and critical questioning. Excellent use is made of CIPD resources including fact sheets, podcasts and general employee relations resources together with ACAS materials relating inter alia to the role of trade unions, disputes and conflict at work. There is also a good use of academic text books with clear signposting of relevant chapters. There is a specific work based task which requires students to research the forms of employee representation in their own organisations and add their findings to the Module Blog. This task also requires academic underpinning and student critique of practice which is appropriate to level 5 study. In addition it is a helpful way of monitoring student engagement with the material. The VLE does not provide information about the seven GLH that are undertaken in the workplace over four weeks and therefore it is difficult to understand how this relates to the face to face and VLE deliveries(**Action2**).

The assessment is drawn from the CIPD Assessment Bank and the assessment criteria and the submission date and arrangements for hand in are clearly outlined.

### **Overall Summary and Actions:**

The modules provide evidence of a well thought through supported distance learning programme. The presentation of the material and its substantive content, are of a good quality and appropriate to an Intermediate Diploma in Applied Human Resources.

Two Actions are required and two Recommendations are put forward for consideration as follows:

#### **Actions**

**Action 1:** Clarify which of the materials in the Learning Plan and wider VLE are mandatory activities (i.e. part of the GLH) and which (if any) are part of the further self study elements for both 5CIHR Using a Research Approach in Human Resources and 5KCER Understanding the Management of Employment Relations and ensure this information is clear to students and rolled out across all future modules.

**Action 2:** Provide information about the formal seven hours on the job training 5KCER Understanding the Management of Employment Relations.

#### **Recommendations**

**Recommendation 1:** Students be made aware in writing of the composition of the

GLH for each module via the programme or module pages on the VLE.

**Recommendation 2:** Continue to extend the range of student activities/tasks on the VLE Distance Learning elements as further modules are developed and rolled out in order to enhance student participation and engagement.

**Please forward your report to:**

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# PEER OBSERVATION RECORD

## APPENDIX PO2

|                                                                         |                                   |                                                                     |
|-------------------------------------------------------------------------|-----------------------------------|---------------------------------------------------------------------|
| Lecturer (observee): Roisin Mullins                                     | Observer: Julie Thomas            | Date of observation: 13.2.19<br>Start and finish time: 9:45 – 11:30 |
| Module observed (title and level):<br>Level 6 Leadership and Management | Location: TL13, Carmarthen Campus | Type of session (e.g. lecture, tutorial):<br>Lecture/tutorial       |

| A=Appropriate<br>Please place a mark in the columns to the right of each statement | SD | Observations made during the session<br>*Continue on a separate sheet, if necessary                                                                                                                          |
|------------------------------------------------------------------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LESSON PLANNING AND PREPARATION</b>                                             |    |                                                                                                                                                                                                              |
| Detail and structure of teaching plan                                              | ✓  | - friendly style, lots of smiling, good eye contact, use of students' names.                                                                                                                                 |
| Clarity and suitability of learning objectives                                     | ✓  | - Use of questionnaire to aid understanding.                                                                                                                                                                 |
| Range of teaching strategies used                                                  | ✓  | - Clear slides. Use of American spellings however. Some slides contained a lot of information – some of this could be put into the notes.                                                                    |
| Choice and variety of learner tasks                                                | ✓  | -                                                                                                                                                                                                            |
| Suitability of environment to be conducive to learning                             | ✓  | - Gave examples of Chinese students – this was good to encourage students to think from different perspectives.                                                                                              |
| Understanding of context, e.g. scheme of work, schedule of study                   | ✓  | - Signposted students to material on coaching techniques.                                                                                                                                                    |
| <b>TEACHING</b>                                                                    |    |                                                                                                                                                                                                              |
| Session start, e.g. outlining objectives, content                                  | ✓  | - Asked students to read material on techniques.                                                                                                                                                             |
| Presentation, explanation, demonstration, use of examples                          | ✓  | - Showed students Moodle page – this was helpful.                                                                                                                                                            |
| Accuracy, currency and professional relevance of subject matter                    | ✓  | - Used encouraging words – 'good', 'that's right'.                                                                                                                                                           |
| Variety and suitability of teaching strategies                                     | ✓  | - Students at back of class regularly had conversations. Roisin dealt with this appropriately, although she could have been quicker to do so.                                                                |
| Use made of resources, e.g. ICT, handouts, (smart)boards                           | ✓  | - Clear explanations – eg situational leadership model.                                                                                                                                                      |
| Pace of session, use of time                                                       | ✓  | - Used a book (Northouse) as the basis of the session which students seemed to find useful – they were referring to it during the session.                                                                   |
| Session ending, e.g. summarising, recapping key points                             | ✓  | -                                                                                                                                                                                                            |
| <b>MONITORING STUDENTS' PROGRESS/RESPONSES</b>                                     |    |                                                                                                                                                                                                              |
| Monitoring learner behaviour e.g. awareness, intervention                          | ✓  | - Re-capped at appropriate intervals.                                                                                                                                                                        |
| Monitoring understanding during session, e.g. use of questioning                   | ✓  | - Critical thinking was encouraged – the strengths and criticisms of the models were covered. Roisin asked students to think about differences between the models – this also confirmed their understanding. |
| Level of challenge to students, e.g. critical thinking                             | ✓  | - Roisin came across as knowledgeable – she easily elaborated on points covered on the slides.                                                                                                               |
| Level of student participation/engagement                                          | ✓  | - There were regular exercises to break up the session – eg half hour lecture at 11am then exercise.                                                                                                         |
| Giving feedback to learners and setting targets for progress                       | ✓  |                                                                                                                                                                                                              |
| Use of praise and encouragement                                                    | ✓  |                                                                                                                                                                                                              |
| Assessing achievement of learning outcomes                                         | ✓  |                                                                                                                                                                                                              |

| Agreed actions that the Observee will take as a result of this experience                                                                  |  | Things that the Observer will do as a result of this experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Roisin will review the next session's slides and move some content into the notes pages to improve their visual impact and clarity.</p> |  | <p>Roisin has highlighted a useful book to me in this session – I will have a look at this in terms of informing my future sessions.</p> <p>Roisin used several case studies as the basis of embedding learning and aiding understanding – I will use more of these going forwards as students responded well to them.</p> <p>Roisin and I have similar styles – we use a friendly, approachable manner with lots of encouragement and other positive gestures. She used slides as the basis of her lecture, but incorporated lots of regular activities. I am conscious that the similarity in styles may have biased my assessment of Roisin, so I will therefore observe other lecturers as well in the future, as a comparison.</p> |

Signature of Observer:

Date: 13.2.19

Signature of Observee:

Date: 13.2.19