

MODULE CODE: ECPT6006

**ASSESSMENT COMPONENT: A Critical
Evaluation of the Role of Digital Innovation in
Professional Practice**

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Use of Generative AI in Assessment

(Lecturer to indicate Yes or No against each element)

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

AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

I confirm that I have not presented any AI generated materials as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

A critical evaluation of the role of digital innovation in professional practice.

Introduction

This study critically considers digital innovation in relation to professional practice. I have explored the literature relating to the fields as well as design, develop and reflect on a digital tool that I can make use of in relation to professional practice. Additionally, demonstrating an awareness of digital pedagogy in the design, implementation and testing of a specific tool.

The technology tool I have used is VEO, which is a video camera and analysis tool. VEO Cameras are durable and have a built-in artificial intelligence (AI) to record and follow the game which in this instance was rugby union. It can also livestream matches and can be used from training sessions to cup finals, and has helped me to analyse and elevate the game to give feedback to the players (Teisbæk et. al, 2024).

134 words

The role of creativity and Digital Innovation

Literature review will be a critical analysis of the role of digital innovation in professional practice. Specifically looking at a variety of views and opinions on analysis technology in the post-16 learning sector. The information that will be gathered is from reliable and valid websites, journals and books.

Creativity and digital innovation are vital for the future of post-16 learning. Creativity is considered as an essential skill, and has the ability to create innovative ideas, thoughts, and answers to problems. Lucas (2020) recognised that digital innovation is also important and involves the usage of technological appliances to apply the creative solutions.

Creativity and digital innovation has a critical role in the post-16 sector by developing crucial skills; improving student engagement, digital development and making learning more dynamic and aligned with the modern industry requirements (Sadulla, 2024). Also, while improving students' technical skills and creativity, technology enables the student to have an in-depth understanding of the topic and increases the development of critical thinking and collaboration skills. This opens the door to group work, discussions, improves learning motivation and provides students with realistic skills necessary for working life issues (Hendrawan & Retnoasih, 2024).

The Welsh government has put into place a plan of 'Digital 2030' to have digital technology being used appropriately to support existing values and priorities, and to enhance learning experiences in the post-16 sector. This highlights the importance of teachers embracing technology with their learners as it suggests it will motivate collective learning and increase good practice (Llywodraeth Cymru, 2019).

Video analysis is known to give a visual to students of what they are doing right or wrong, highlighting the correct behaviours, and some argue the more information the

players have the better. However, Groom (2004) identified scenarios which decrease student motivation and have negative effectiveness on video analysis feedback. The key areas highlighted are the importance of having a relatively narrow topic, constructive approach, goal setting, realistic feedback for future skill development and giving time for students to develop and put the feedback into practice, which links into modern pedagogy which draws attention to the importance of "reflective practise" to combine and improve new learning.

O'Donoghue (2006) conveys that video analysis is excellent in providing vital and critical feedback for students, because there's a flexibility to provide long or short clips that only identify the key points required for development. Additionally, video analysis can draw attention to the positive actions of students, which shows that there's a variety of ways to use technology to support and give guidance for development which also increases motivation and inclusion of students with things they did well. All students in the study rated video analysis as a handy and vital tool of assessment and they favoured the approach to receive assessment feedback individually or in concise groups.

These days technology is used in almost all jobs, and mostly homes have a computer or laptop available. According to Costley (2014), having technology in the post-16 sector will only have a positive effect on student learning expectations and outcomes. Also, it is highly beneficial for students with specific learning needs as it improves motivation, engagement, collaboration and applies hands-on learning which improves student confidence (Costley, 2014).

Contrastingly, Noetel et. al, (2021) were not convinced with the improvement of learning through technology. Their results showed nothing damaging, but only a slight improvement with learning through video technology when compared to not using video technology. Similarly, Fukkink et. al, (2010) states that video analysis technology will have a significant improvement on group work, discussions but more importantly a greater increase in performance.

Nevertheless, Bampouras et. al, (2012) states that video analysis has its place in the learning industry however it is currently used inefficiently. Currently, students are not included in the process as the teachers and coaches are in charge of what clips are highlighted in the session. According to the author, this has a negative effect on students' motivation unless teachers change the way they use video analysis and collaborative work with students and only highlight short clips many times.

However, Laughlin et. al, (2019), states that teachers are now realising the true benefits of using video analysis as guidance to their teaching. Technological tools like video analysis have great features like slow-motion playback, zoom, and voice-over narration which are extremely affordable compared to other tools. The above can all be used by teachers to support student learning by producing live or future feedback.

Video analysis technology has shown to be a reliable guidance for students' learning and a supportive reflection tool for teachers. It shows that using technology like video evidence can assist teachers' sessions to give realistic examples and scenarios for learners to develop their knowledge and understanding of a topic or scenario (Sablić et. al, 2020). Digitalisation has massive possibilities of increasing creativity and developing a positive well-being. However, it comes with concerns of decreasing equality if some learners, including less-academic learners, are left behind. Also, demands are weighed on learners to be efficient and productive with technology and it suggests that greater levels of digital and technological skills often lead to a variety of considerably higher paying jobs (Robinson and Coleman, 2022).

Twaddle (2019) study which suggested that currently the use of video analysis and technological tools are lacking. Although, it conveyed that video analysis in particular has plenty of positives from a team point of view, however it may carry potential risks for individuals. There are a few delegations like the cost and negatively singling out

individuals for coaches and teams intending to use technology like video analysis, although the positives emphatically exceed the negatives.

The same as Sain (2022) which emphasises that there are limited teachers who use video analysis in practice as they lack the understanding of how to use it as a supporting tool for feedback and performance development. Additionally, professional development is critical in education, and the study shows that video analysis is a great way of evaluating learning which progresses professional development. However, Sain (2022) states that every teacher should be able to proficiently use video analysis and a blueprint should be implemented into teachers, lectures and coaches routine.

Smilary, Peter (2024) states that video analysis has a massive part in the modern world of sport but also in the classroom. Technology like video analysis provides proof of areas for development, insights of crucial moments and visuals of what is expected. Although, this is only if used purposefully and productively, as Peter (2024) suggests that too often teachers will use video analysis with overloaded information, negatively driven, ignoring the students views, not applying context of situation and no opportunities are given to the learners to develop and input the feedback in practice.

According to Brimble (2024) students want an equal balance of visual and verbal feedback, but some had raised concerns of their 'performance being affected by filming'. Additionally, others expressed they would rather do video analysis in small groups or one to one sessions as they feared being heavily assessed and judged by others. Although, every student appreciated video analysis as a handy and helpful method of evaluating and supporting development.

The post-16 sector within the sport department is heavily dependent on video analysis. The technology is used in a variety of sports, such as football to analyse

the opponent's game, player performance, develop training plans and to select the team of players. Additionally, the analysis sessions are either done on a one to one basis or in front of the full squad. The author conveys that there are more advantages than disadvantages to video analysis and it plays a critically positive role in sports (János et. al, 2023).

Similarly, the findings in Roos & Surujlal (2014) study conveyed that the positive factors outweigh the negative aspects associated with the use of video analysis in coaching. Despite the high cost of buying a video analysis package being a negative aspect, but positively video analysis has been shown to tremendously improve performance. All the modern coaches continuously aim to get the best performance out of their students, they will forgive the price as the use of video analysis helps to achieve their goal.

Video analysis also plays a vital role to monitor injury in youth rugby union. The footage of events or actions is observed and allows researchers to have a thorough understanding of the injury event which in future will hopefully preserve the safety and welfare in youth rugby (Shill et. al, 2023). Identifying that technology is more than a learning tool but also aids in promoting safety in sport.

Contrastingly, Marek & Wu (2020) and Daniela (2020) highlight that there's a lot of research on the effect of digital technology in enhancing learning. Although the majority of studies are only short term which don't correlate for the whole academic learning year. Additionally, authors usually choose a technology first and then attempt to find out how to use it for pedagogy. However, Marek & Wu (2020) explain that there's a theory-based curriculum development process that is operated by results and then 'reverse-engineered'. In other words they believe that teachers should work backwards to recognise learning that enables students to succeed. Then they suggest the selection of technologies that have the right purpose to provide the learning. Research conveys that Constructivism, student-centred active

learning and task-based instruction are best practices for the post-16 sector (Marek & Wu, 2020) (Daniela, 2020).

To conclude, having creativity and digital innovation these days is vital for any walks of life. Video analysis is one way of applying a digital tool into the post-16 sector of learning. The Welsh Government is pushing hard for digitalisation and having technology being used appropriately to support existing values and priorities, and to enhance learning experiences in the post-16 sector.

The majority of studies highlighted a great amount of positives that massively supersedes the negatives for video analysis. Although, only if used appropriately and proficiently to constructively provide feedback to enhance development for performance.

The main negatives of video analysis was the cost, inefficient usage and lack of knowledge, understanding and competence in utilising the technology acquired in the post-16 sector. The main positives included an increase in group work, discussions, evaluating learning and the most important of all an improvement in performance.

1705 words

Selection and Justification of appropriate teaching tool(s)/resources

The chosen technological teaching tool I used was the Video Enhanced Observation (VEO), which records and analyses sport games without anyone having to hold a camera. The camera is held up by using a tripod, which is set up by opening the base legs and then extending the central column to the desired height. There are two 4K lenses attached to capture the 180-degree of the field, and its artificial intelligence (AI) automatically creates highlights of key areas. This makes my job as a coach or lecturer and players / students much easier to analyse and evaluate performances, show clips, and give feedback to improve (Teisbæk et. al, 2024).

VEO has many benefits to the post-16 sector which include, identifying gaps in students' knowledge which may identify students that need support. Furthermore, highlighting positives and negatives, problem solving, group work, self-learning and applying examples of quality work (VEO, 2021). Additionally, there are limited studies and details on VEO being used in the post-16 learning sector, which I believed was a great opportunity to apply an innovative tool into the sector to see the results.

VEO is supported by many pedagogical theories, which are methods, strategies, and underlying principles that inform how teachers facilitate learning and increase student development. It considers the interactions between teachers and students, the learning environment, and the social, psychological, and cultural factors influencing both teaching and students learning. Pedagogical theories are plenty within VEO, with heavy focus on constructivism, reflective practice, collaborative learning, and the social learning theories (Körkkö, 2016).

VEO's main purpose is to enable self-reflection and constructivist approach by encouraging students to interact with the topic or subject and have their own understanding. Students can ask questions, collaborate ideas, making the learning process interactive and personal, rather than constantly listening to lectures.

Additionally, VEO produces video and data-driven statistics which increases evidence-based professional development, as improvements are suggested by visual performance rather than subjective memory or opinion (Jailalli, 2021).

VEO also follows the professional standards for industry standards, ethics, and codes of conduct for the post-16 sector of learning. It's a great professional development tool, as it provides video recording with data-tagging to support reflection, feedback, and skill development. The reflection process can be done individually or collectively with peers or mentors. As well, tags can be placed on key areas or areas for development which saves valuable time and effort for the student. The video and tags can be shared to individuals, select groups or for everyone. This allows everyone to have a fair opportunity to add their own tags or views on their own performance. VEO supplies quantitative data like charts with statistics and qualitative data from the video evidence, which gives a balance of information and evidence for continuous professional development plans (Rook & McDonald, 2012; Teisbæk et al, 2021; Battle et al, 2021).

The technology being used is VEO and this study will be utilising the 'Substitution Augmentation Modification Redefinition' (SAMR) model by Dr. Ruben Puentedura to apply into practice (Puentedura, 2009). The model was created by Dr. Puentedura to support teachers with monitoring the delivery of technology within their classroom. Each letter represents the levels of technology integrated and could also be used as guidance for a variety of classroom activities (Hamilton et al., 2016).

The model is placed into two separate groups; "Enhancement " and "Transformation". The first half of the model is Substitution and Augmentation which makes up the "Enhancement" group. Both of these use technology to change or develop the tools already being used in the learning task. The second half of the model is Modification and Redefinition, which comes under the title "Transformation" as these develop chances of learning that are not easily completed without technology (Gillespie, 2022) and (Kirkland, 2014).

Substitution is the process of applying technology for a task previously or usually completed without technology. Therefore, the substitute is bringing in a digital tool to the learning task which directly replaces a traditional one without changing the original task. Augmentation is the use of technology to improve learning in a notable way with functional improvements over traditional tasks. Modification is using technology to modify and adapt the task to beyond traditional methods. Redefinition is the highest level of the SAMR model, where technology is used to develop completely new tasks and opportunities that would not be possible without it (Best, 2025; Gillespie, 2022; Kirkland, 2014).

The VEO used in this study, substituted the traditional pen and paper analysis, phone camera or verbal feedback. The task is exactly the same, just the VEO camera has a higher quality footage and better angle of the game rather than a phone camera. Also, the digital tool has countless features that will take a matter of seconds to conclude statistics from the game rather than hours with pen and paper. The video gives a visual for all students to evaluate on their own, others and the team performance almost immediately after the game.

The augmentation is the ease in which cutting clips or editing clips from the VEO video. It immediately highlights the key areas from the game, which saves time and makes it a lot easier for the teacher and coach to identify the key areas for improvement.

Instead of presenting through slides or screen recording clips from the game, VEO provides an efficient process of presenting whatever clips on the digital tool itself without having to set up a presentation.

Lastly, redefining the task wouldn't be possible without the use of the VEO camera and app. The artificial intelligence (AI) feature in VEO provides a variety of statistics

from ball in play time to success rates which improves the reliability and validity of the stats, which would have been impossible in the old pen and paper format. Additionally, the VEO presentation could be lectured at any time and anywhere. In this case the videos were shared to the students on the training field and then they had to replicate the advice and guidance they were informed in order to develop and improve. This also promoted group work, discussions, problem solving and personal learning as every student could watch the video unlimited times and discuss what each student did well and not so well. The efficiency of the system enables showing instant replay clips live on the field and giving concurrent feedback.

1052 words

Application of the chosen learning tool(s)

Lesson Plan

Topic: Rugby		Class: Lampeter Rugby Training Pitches	
Date: 11/11/25	Length of lesson: 1 hour 30mins		Number of students: 18
Resources required: Rugby balls, Cones, Bibs, Tennis Ball, Whistle, Stop watch, Lampeter Kit. Students require rugby boots, water, clothes without zips, velcro and no jewellery, Phone/Laptop to present video			
Aim of Lesson - Developing rugby skills - Develop knowledge and problem solving skills			
Learning Outcomes – The Learners Should Be Able To: (Remember) - Identify and show examples of what was taught - Q&A / Lecture / Videos (Apply) - Show video clips from previous game - Lecture / Discussions (Analyse) - Question and answer / Practical performance (Evaluate) - Question and answer (Create) - Reflection, what could be done differently - Debate, Discussion.			
Previous student knowledge required for the session: The students don't require any previous knowledge for this session. However, having a rugby background is beneficial.			

Anticipated difficulties (if applicable):

Weather (Extreme e.g. Hayle storms, lighting and thunder, frost)

Equipment (Mobile data / Reception working....balls pumped and reasonably new)

Surface (Health and wellbeing checks, no dog poo, ground not too hard)

Trigger warnings

Professional Standards (where are these being met within the session)

In my practice and with others I demonstrate commitment to learners, their learning, safety and well-being by being enthusiastic and engaging through my body language and tone of voice in the delivery.

Value and promote diversity, equality of opportunity and inclusion by challenging unacceptable behaviour and creating a safe environment to learn while everyone has an equal opportunity to speak in the question and answer.

Understand the importance of the Welsh culture and language as a bilingual nation by involving an opportunity for the Welsh language to be spoken and applying the video analysis in Welsh and English.

Demonstrate dignity, courtesy and respect towards others by behaving professionally at all times and respecting and listening to everyone's opinions and views.

Plan and deliver effective learning, teaching and assessment by creating and planning learning environments where learners are active participants as individuals and as members of collaborative groups.

Critically reflect on your own values, knowledge and skills to improve learning by creating and taking opportunities to discuss and peer assess your own work with other colleagues and students.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	- Introduction to the topic and video analysis package of VEO. - Feedback and discussion about previous sessions and games. - Introduce the aims of the analysis (Analyse previous game, Identify what we did well / not so well, What can we do differently, how can we get better)	- Lecture - Videos - Question and Answer - Debates - Discussion - Analysis	14-16 min
Warm up	- RAMP warm up - Raising the heart rate (Run, skips) - Activating and mobilising the muscles/joints (Lunges, Squats, high knees, heel flicks) - Potentiate for the session (Sprints)	- Lecture	4-5 min
Development	- Showing what the students need to do. - Outlining each skill - Analysing the positives and negatives. - Feedback for improvements going forward. - Conditioning game 10min - Passing 10min - Decision making 10min - Split forwards and backs to give specific skills 15min - Back into decision making / passing drills 5min	- Lecture - Question and Answer - Discussions - Group work	60-70min

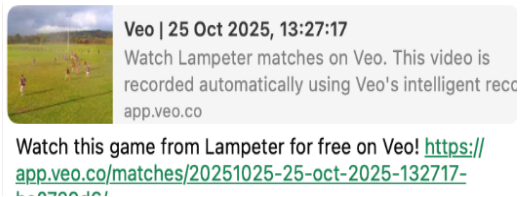
Plenary/conclusion	- Join forwards and backs together and use the skills identified at the start in a team run - 15min - Conclude the session. - Ask questions on the videos from the start. - Assess the level of knowledge gained by students. (What's the plan moving forward) - Recap and feedback main points. - Give an insight into next session	- Lecture - Debates - Discussions - Recap	2-3 min
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Assessment Strategies: when and how are they included within the lesson?

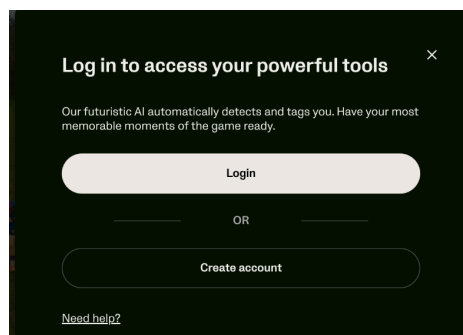
Formative - Question and Answer - During the course of learning, assessing the knowledge and learning of students.

Additional information on the VEO camera and how to set up:-

Before the game the camera has to be hoisted up on a long pole with a solid base. The camera can be linked to a mobile phone through the VEO app, from there the video of the game will be sent to your account post game. Then, a link is generated.



After the game has finished and the video has downloaded you will be given a link which then can be copied and given out to anyone who wants or needs to see the full game.



The link will take you to this page, and you can view the game without an account, but if you want a better experience with more accessibility to key tools then setting up an account is encouraged.



If you pressed the 'x' at the top corner of the screen then you should be able to see this screen. This shows the game footage from start to finish.

Link below will take you through the process of setting up VEO for analysis:-

<https://drive.google.com/file/d/1BMBEiB-0MNCVphShCepC6IKTJsmrAAxs/view?usp=sharing>

How to set up?

This video shows the path after receiving the link. Firstly, click the link and as it shows in the video, it will take you to the game. Then the video shows the different features that are displayed. Starting with the pause and play button, which can be activated and deactivated through the click of a mouse or the space bar key. Next is the right and left facing arrows. Pressing the left one or pressing the upwards arrow key will take you back to the previous clip. The right facing arrow or downwards arrow key will take you forward to the next clip.

The next two features to the right are skip back 5 seconds and skip forward 5 seconds. The first one from the left can be pressed with the left pointing arrows key or with the mouse which will take you back 5 seconds. The next one along on the right will take you forward 5 seconds by pressing the right pointing arrow key or using the mouse. Then the white circles which are placed above the features and timeline are tagged as key events, in this case with rugby clicking the circles will result in a Scrum, lineout, Kick off, Try or Conversion. The video camera follows the play as it has a built in AI / automated ball tracker. Other features include maximising and minimising the video, muting audio and help and resource button.

Link below will take you to the game that was analysed and used in the session:-

Watch this game from Lampeter for free on Veo!

<https://app.veo.co/matches/20251025-25-oct-2025-132717-ba0729d6/>

1031 words

Evaluation and Reflection

This section critically evaluates VEO as a learning tool and its impact on teaching and learning in the post-16 sector. The lesson plan was strictly followed to have a professional and well organised lesson. Firstly identifying the aims and objectives of the session which provides clear direction and focus for both teacher and student (Barrow, 2002). Next, showed examples of good practice and areas of weaknesses in performance that need development. These were shown to the students through videos from VEO and the teaching strategies involved a question and answer (Q&A). The lecture provided the students with the correct answers, but allowed discussions and equal opportunity for students to share their views and opinions. According to Light and Harvey (2015), using these strategies and pedagogy could improve the teams' performance ability, increase motivation and give the students a positive experience of learning.

On reflection, the VEO analysis package was a success with the majority of students giving positive feedback. They expressed that my knowledge and understanding of the tool and also rugby made the session flow smoothly. Delivery was supportive and guidance was given through the video clips from VEO to explain and identify ways for improvement. Also, students enjoyed the process of having visuals while discussing what they could have done better, what they did well and what they should do differently next time.

Contrastingly, a few of the students expressed that there was an overload of clips and information given which negatively affected their concentration and motivation. As well, a handful of students raised concerns and found it patronising, while others watched video clips of themselves and exposed their opinions on their performance levels.

Furthermore, a few of the students expressed their concerns over the amount of information shown in a short period of time. This highlights that a number of the

students did not benefit from the VEO clips as intended and it might have decreased their level of motivation. Also, according to Brame (2016) and Ibrahim et al (2012) this may have diverted the students away from the key areas for development, increased frustration and decreased retention.

The literature review highlighted the justification of appropriate teaching tools and in the importance of creativity and digital innovation in post-16 learning. Video analysis through VEO is one way of applying a digital tool into the sector of learning. The Welsh Government are at the driving seat of forcing digitalisation and having technology being used appropriately to support existing values and priorities, and to enhance learning experiences. This justifies using video analysis appropriately and proficiently to constructively feedback performance and suggest areas for development.

The main negatives found of video analysis was the cost, inefficient usage and as it's a rising tool, the current knowledge and understanding of how to use technological tools are below the standards acquired in the post-16 sector. The cost wasn't a issue for me as Lampeter Rugby Club bought their own and kindly lent it out for my use for free. However, feedback from the group suggests some inefficient usage and currently a lack of knowledge and understanding of the tool.

Pedagogical theories were heavily used within the session. Constructivism, reflective practice, collaborative learning, and the social learning theories were the most notable (Körkkö, 2016). There have been plenty of opportunities for self-reflection and applied a constructivist approach by encouraging students to interact with the topic or subject and have their own understanding.

Professional standards were met for ethics and codes of conduct for the post-16 sector of learning. The VEO provided video evidence for feedback, skill development, reflection and professional development of students and coaches.

Also, the video encouraged individual learning and group discussions, debates and Q&A. Everyone had the equal chance to state their opinion and express different concerns or key areas for development.

The VEO can supply the teacher and the students quantitative data like charts and graphs, however because the club didn't pay for the full experience they were not feasible for the analysis session. Although the video provided qualitative data, as well as my verbal feedback, gave the students a balance of information and evidence for continuous professional development plans (Rook & McDonald, 2012; Teisbæk et al,2021; Batlle et al, 2021).

Words 704

Total - 4626

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