

Portfolio:

Postgraduate Certificate in Teaching in Higher Education

Module: UNHE7007 Effective Teaching & Assessment in Higher Education

Submitted By:

Moutushi Tanha

Prifysgol Cymru Y Drinidod Dewi Sant / University of Wales Trinity Saint David

Submission Date: January 30, 2025

Contents

1. Introduction	3
2. General statement on my view of teaching and learning.....	4 - 6
3. Micro-teaching session	7
4. Reflective report of a teaching intervention cycle.....	8 - 16
5. Reports of three teaching observations	17
5.1 Observation of my teaching by Dr Kelvin Lake	17- 20
5.2 Observation of my teaching by Dr Irina Neaga.....	21 - 23
5.3. My observation of the teaching of Marie Pitson.....	24 - 28
6. Reflective evaluations of three Continuing Professional Development (CPD) events attended.....	29
6.1 CPD 1: Completion of Mandatory Training Modules	29 - 30
6.2 CPD 2: Training on the Use of Generative AI in Assessments	30 - 31
6.3 CPD 3: Assisting Degree Apprenticeship Program in Supply Chain and Logistics	31 - 32
7. Teaching Log (Evidence of 40 hours teaching).....	33 - 34
8. Conclusion.....	35
9. References	36 - 38
Appendix 1: PowerPoint slides used for Microteaching Presenation.....	39 – 41
Appendix 2: Sample of the Knowledge, Skills, and Behaviours (KSBs) required by Degree Apprenticeship Program for Supply Chain and Logistics.....	42 - 44
Appendix 3: Assessment brief of the module ACMA 4015 ‘Business Planning’ (AI checklist is highlighted in blue color.....	45 - 53

1. Introduction

This portfolio, prepared to meet the requirements of the Postgraduate Certificate in Teaching in Higher Education (PGCERTHE), reflects my journey over the past two years as I transitioned into a new teaching environment in the UK. Throughout this period, I have worked to integrate my teaching and research experiences while engaging with students at the University of Wales Trinity Saint David (UWTSD), particularly with Degree Apprentice (DA) students, within a structured classroom setting and unstructured one-to-one and group sessions. Student diversity encompasses a wide range of factors, including varying learning abilities, and I have had the privilege of working closely with these students—understanding their challenges, both practical and emotional, and supporting their academic success. This experience has been invaluable in shaping my teaching approach. At the same time, I have gained significant insights and continuously refined my teaching practices, incorporating innovative strategies that I hope are evident in this portfolio.

2. General statement on my view of teaching and learning

Academic and Professional Journey

I began my academic career in 2007 as a Lecturer at the University of Dhaka, Bangladesh, immediately after completing my BBA and MBA in Business Administration. My passion for teaching in higher education, particularly in Supply Chain Management, motivated me to further enhance my expertise. In 2011, I secured a scholarship to pursue an MSc in Supply Chain Management and Logistics at the University of Nottingham, UK. At the time, this field was rapidly gaining significance in both industry and academia, as institutions sought to equip students and professionals with the necessary skills to meet evolving industry demands.

Upon completing my MSc, I returned to the University of Dhaka to continue my academic career, where I greatly enjoyed teaching undergraduate and postgraduate students. My commitment to academia deepened, and in 2016, while attending an international conference in Dubai, I connected with a professor from the University of Canterbury, New Zealand, who encouraged me to pursue a PhD in Supply Chain Management and Logistics. Following his guidance, I applied and was awarded a scholarship, beginning my PhD in 2017.

During my time at the University of Canterbury, I worked as a tutor and research assistant for five years. In 2022, I was also appointed as a Lecturer at the University of Canterbury International College (UCIC), where I taught undergraduate students while continuing my research and tutoring roles. These experiences enriched my teaching practice, and I actively participated in professional development programs, training sessions, and academic conferences.

Transition to the UK and Current Role

By October 2022, I sought new academic opportunities in the UK and secured a Lecturer position in Logistics and Supply Chain Management at UWTSD under the Wales Institute of Science and Art (WISA). This coincided with the growing recognition of Supply Chain and Logistics as a crucial discipline in Wales and the UK. With my strong academic, teaching, and research background, I was eager to contribute to this field.

At UWTSD, I serve as a Lecturer within the Engineering Department under WISA and also hold administrative responsibilities, assisting the Program Manager for the Degree Apprenticeship (DA) Provision in Supply Chain and Logistics. So far, I have taught five undergraduate modules for the DA and

Supply Chain Logistics program and two modules for the CERTHE program. Currently, I am teaching two modules for the DA Supply Chain and Logistics program.

Contributions to Program Development

I have actively contributed to the validation process of the DA program in Logistics and Supply Chain. As a team member, I ensured that the skills needs of both employers and employees were carefully considered, aligning with the objectives of the Education and Skills Funding Agency (ESFA, UK, 2022-23) and UWTSD's academic quality standards. While reviewing the aims, learning outcomes, and module content (explicit curriculum), I focused on ensuring full alignment between the degree's learning outcomes and the knowledge, skills, and behaviors (KSBs) outlined in the apprenticeship standard.

Additionally, I played a key role in addressing external advisors' feedback for program validation, particularly in refining the content of three modules. My prior experience in curriculum development, particularly for the BBA program at the University of Dhaka, along with my subject expertise, greatly supported me in this process.

Pedagogical Development and Future Goals

Preparing this portfolio has been a reflective and enriching process, allowing me to consolidate my teaching experiences across different academic contexts. My teaching practices at UWTSD are informed by my prior teaching and research experiences in New Zealand and Bangladesh. For example, I have refined the use of case study methods in Supply Chain and Logistics education to promote critical thinking. Additionally, my research on the needs of Degree Apprenticeship students in the UK has further deepened my understanding of the KSB framework, enabling me to enhance teaching methodologies tailored to DA students.

As I began teaching in the UK, I was motivated to pursue this qualification to enhance my pedagogical approach and align with academic standards, and, therefore, I enrolled in the PGCERTHE program at UWTSD.

Beyond teaching, I am preparing for research supervision and examiner roles at UWTSD. I plan to apply to the Research Degrees Committee for approval to supervise Level 7 postgraduate research (e.g., MRes) and Level 8 postgraduate research (e.g., DBA, PhD).

Conclusion

This portfolio captures a pivotal transition in my career, spanning diverse teaching contexts and methodologies. It reflects my professional growth, commitment to innovative teaching practices, and dedication to advancing Supply Chain and Logistics education in higher education in the UK.

3. Micro-teaching session (consisting of a 10-minute oral presentation presented to colleagues)

As part of my PGCERTHE Portfolio 1, I designed my micro-teach session to explain the concept of 'Supply Chain Management.' This term requires a solid understanding and the ability to relate it to real-life scenarios.

To deliver my session, I used PowerPoint slides incorporating images, text, and figures (See Appendix 1). The presentation was conducted via MS Teams, with my colleagues as the audience. While preparing, I kept in mind that some attendees might have little to no prior knowledge of the topic.

To capture my audience's attention, I used engaging visuals and started with probing questions linked to an image. For example:

- Have you ever bought a McDonald's burger?
- Have you ever thought about what happens once you place an order?

I then connected their responses to another slide illustrating the background processes. Following this, I introduced a formal definition of Supply Chain Management, highlighting key terms and linking them back to the McDonald's example.

To further engage my audience, I included an interactive exercise where they identified supply chain functions based on key terms from the definition across three real-life companies.

10-minute timeframe was a constraint; however, I managed to deliver the content timely.

The presentation was well received, with positive feedback on my slide design, engaging questions, and interactive approach. My audience appreciated my ability to draw interest, maintain engagement, and encourage participation. However, based on their feedback, I will incorporate relevant UKPSF (2023) elements—Knowledge, Values, and Activity—throughout the presentation instead of only at the end.

4. Reflective report of a teaching intervention cycle

Title: Integrating Case Study Pedagogy for developing critical thinking skills among Degree Apprenticeship Students

1. Introduction

This teaching intervention report outlines improvements to teaching strategies aimed at enhancing critical thinking skills among students. The intervention prioritizes methods designed to deepen and promote critical thinking among Degree Apprenticeship (DA) students employed across Wales and England. Tailored to meet specific teaching requirements, the intervention addresses the 'Critical Thinking Skill'—a key component of the Knowledge (K), Skills (S), and Behaviors (B) (KSBs) framework (institute-for-apprenticeships.org) (See Appendix 2). These outcomes align with employer-defined expectations and are embedded within the DA degree curriculum meeting the standards set by OFSTED (UK Government), ESTYN (Welsh Government), and recognized professional bodies across the UK (V4, V5, K5). Fostering critical thinking is vital in higher education (Porzecanski, 2021), particularly in preparing students to meet industry demands and adhere to Degree Apprenticeship standards. My teaching approach consistently emphasizes developing students' critical thinking abilities, enabling ongoing assessment of their responses and learning outcomes.

This report has adopted a reflective process to document the teaching intervention cycle. In preparing it, I have applied Gibbs' (1988) reflective model, which structures the reflection process into sequential stages. The process began with identifying a specific learning challenge faced by students, followed by recognizing, understanding, and analyzing the issue to develop a targeted solution. After implementing the solution, I evaluated its effectiveness and reflected on the outcomes, drawing conclusions from the insights gained during this reflective cycle.

2. Background of the Problem

To support learning, I adopted a blended teaching approach, combining a teacher-centered style (Hannafin and Hannafin, 2010) with a student-centered approach (Pedersen and Liu, 2003). My teaching tools included PowerPoint presentations and lectures designed to introduce procurement concepts tailored for Level 5 learners, leveraging my subject matter expertise.

During the initial classes, I delivered lectures followed by questions to gauge students' understanding. I employed both convergent and divergent questioning techniques (McComas and Abraham, 2004) to assess comprehension (A1, A2, K1, K2). Convergent questions, which have a single correct answer, aimed to test

students' recall and understanding of basic concepts. Divergent questions, on the other hand, required students to analyze, synthesize, and evaluate information, challenging them to apply concepts and think critically (Dos et al., 2016). While students answered convergent questions accurately, many struggled with the divergent questions. For example, in the second class, after a 30-minute lecture, I asked an open-ended question, "What is a stakeholder?" This question assessed students' basic understanding of the term, and their responses demonstrated knowledge and understanding skills (A3, K1, K3). However, when I asked them to evaluate stakeholder interactions in terms of power and interest within their workplace contexts, approximately 70% of students struggled. They could not critically evaluate the interactions, which were essential for the learning objectives focused on transferable skills for professional practice and life, practical application, and cognitive and intellectual skills (DA Supply Chain and Logistics Handbook, UWTSD assessment brief, 2022-23).

Students' answers to the divergent question 'Evaluate stakeholder interactions in terms of power and interest within your workplace context'—were incomplete. Many identified only a few stakeholders and lacked the ability to link ideas, analyze and evaluate arguments, identify patterns, distinguish relevant from irrelevant information, uncover gaps in reasoning, or apply critical thinking to form arguments, solve problems, or draw conclusions, as outlined by Stupple et al. (2017). Some students simply replied, "I don't know," while others exhibited signs of lack of confidence, such as no response or disengaged body language. These observations highlighted a significant gap in critical thinking skills essential to meet employer expectations.

This gap underscored the importance of aligning educational outcomes with industry needs, as outlined in the Knowledge, Skills, and Behaviors (KSBs) by OFSTED and ESTYN. Unlike traditional BSc students who transition directly from high school, DA students are mature learners employed in industry, and their professional needs require a focus on critical thinking and other specific skills, which are embedded in the module's objectives as specified in the WISA Quality Handbook at UWTSD.

Recognizing this gap, I decided to redesign my teaching strategies to improve critical thinking (A1, A2). The goal was to create a learning experience that would not only deepen students' understanding of procurement concepts but also help them develop the ability to critically analyze and apply these concepts within real-life industry contexts. Strengthening critical thinking skills became the core focus of this teaching intervention.

3. Importance of Critical Skills in University Education

Critical thinking is a deliberate process of thinking that focuses on problem-solving and drawing conclusions based on available evidence (Filler, L., 1968; Graham, P.A., 1967). This skill is not an automatic outcome of teaching core content; rather, it requires intentional development through targeted practices and exercises

(Walker, 2003). Studies show that educators can achieve noticeable improvements in critical thinking within a single term or semester by engaging students in structured exercises—such as case studies—that are aligned with course objectives and supported by reflective opportunities and clear rubrics (Porzecanski, 2021).

In recent times, development of critical thinking is widely used academic topic (Schmaltz, Jansen, & Wenckowski, 2017). Tilus (2012) argued that different skills are possessed by the students to grasp critical thinking questions justified by different studies.

According to the findings of economists, the analytical individuals who can think critically from an abstract position are significantly valued by the labor market (Mahdi, Nassar and Almuslamani, 2020). Nowadays, particularly business students prior to their graduation should demonstrate mastery of critical thinking abilities (Taleb & Chadwick, 2016). Critical thinking is a capability which is being required by students in their personal and professional life and therefore, universities must do their most to include it in their classes, programs, and syllabus (Bezanilla, et.al, 2019).

Lectures, games, simulations, class discussions, case studies and debates can be designed to enhance learning (through self-learning, collective learning, passive learning, active learning and combination of these), and bridge the gap between theoretical knowledge and its empirical application (Mahdi, Nassar and Almuslamani, 2020). These activities also serve to break down the barriers between instructor and students, promoting a more collaborative learning environment (Heinrich et al., 2015) where students are encouraged to engage and participate.

4. Rationale for Adopting the Case Study Method to Enhance Critical Thinking Skills

It is evident that an effective instructional strategy for fostering critical thinking is developing problem-solving abilities, which involve engaging students in activities that address complex challenges (Biggs & Tang, 2011). Case studies serve as an excellent platform for applying a variety of problem-solving concepts and skills to detailed, multifaceted situations, often accompanied by extensive documentation and data.

Studies indicate that case-based learning improves problem-solving, tolerance for ambiguity, ethical sensitivity, and multidimensional decision-making (Porzecanski et al., 2021). It promotes higher-order thinking skills such as analyzing, inferring, evaluating, and synthesizing complex information (Flores et al., 2012; Rhodes, 2020). These competencies are invaluable for addressing challenges where students must navigate diverse perspectives and trade-offs.

The Case Study Method immerses students in realistic, multidisciplinary scenarios, challenging them to analyze supporting data and propose solutions to open-ended problems (DeYoung et.al, 2008). For DA students, this approach is especially relevant due to their frequent engagement with ambiguous, high-stakes decisions involving trade-offs and ethical considerations (Burns, 2017; Porzecanski et al., 2021). By bridging

theoretical knowledge with practical application, case studies also develop essential skills such as problem-solving, communication, and networked thinking (Mu & Hatch, 2024).

The Case Study Method is particularly well-suited for adult learners, offering several practical benefits:

- **Real-World Application:** Analyzing detailed scenarios enables students to integrate their prior knowledge with new insights (Campoy, R.W., 2005).
- **Collaboration:** Group work fosters brainstorming, diverse perspectives, and cooperative problem-solving (Popil, 2011; Grupe & Jay, 2000).
- **Engagement:** Active participation promotes accountability and prepares students for future challenges (Vora & Shah, 2015).
- **Deeper Interaction:** Enhanced student-teacher engagement creates a dynamic, empowering learning environment (Kaddouro, 2011; Bastable, 2003).

By participating in case studies, DA students transition from passive recipients of information to active problem solvers. This learner-centered approach aligns seamlessly with higher education's emphasis on critical thinking as a core competency (Dewey, et al., 2008; Butler et al., 2017).

5. My Teaching Intervention: Incorporating the Case Study Method

To address the observed low levels of critical thinking among my Degree Apprentice (DA) students, I decided to incorporate the Case Study Method into my pedagogy along with lecture (A1, A2, K1, K2, V1, V4). This decision was informed by research emphasizing the value of diverse teaching approaches, as no single method can address all learning needs effectively (Mu and Hatch, 2024).

Recognizing the Case Study Method as a rich and impactful pedagogy, I integrated it alongside traditional lectures. This approach is particularly effective for fostering critical, analytical, and creative thinking—skills that align with the core objectives of my module. The literature further supports this integration, indicating that combining lectures with case studies enhances learning outcomes in both the cognitive and affective domains (Ballantine and Larres, 2014; Kester, 2017; Weil et al., 2001).

The Value of the Case Study Method

Research consistently highlights the Case Study Method as a powerful tool for developing critical thinking skills (Parast, 2010; Mahdi, Nassar, and Almuslamani, 2020; Reid and Anderson, 2012). For DA students—industry professionals navigating complex, real-world challenges—critical thinking is essential. These professionals require analytical rigor, contextual decision-making, and the ability to synthesize diverse inputs. By integrating the Case Study Method with lectures, I aimed to cultivate these skills, aligning the learning process with the demands of their professional environments (A1, A2, K1, K2, V1, V4).

Compared to lectures alone, the Case Study Method encourages a deeper learning approach while discouraging surface-level learning (Rosier, 2022). It complements lectures by illustrating academic theory through real-world events and enriching lecture content (Campoy, R.W., 2005). Furthermore, research by Pilz and Zenner (2018) highlights how case studies enhance awareness of the multidimensional consequences of decisions—a hallmark of critical and networked thinking.

Integration and Alignment

My approach to incorporating case studies was also inspired by my doctoral studies and research experience. As a PhD holder and active researcher, I strive to be a practitioner of critical thinking, both personally and for my students. Studies affirming the Case Study Method's superiority over lectures in fostering analysis, problem-solving, creativity, and critical thinking (Paul and Mukhopadhyay, 2005) further validated my decision.

While redesigning my teaching strategy, I ensured alignment with the module's objectives, indicative content, and learning outcomes. These were mapped to the Knowledge, Skills, and Behaviours (KSBs) required for the DA program and adhered to the standards outlined in the *Academic Quality Handbook 2022/23* for WISA at UWTSD (A1, A2, K1, K2, V1, V4). I also ensured that the integration of case studies complemented the module's assessment tools (A2, K3, V4).

By thoughtfully incorporating case studies into my pedagogy, I was able to address the critical thinking development needs of my DA students effectively (A1, A2, K2, V1, V4). This approach not only enhanced their analytical and problem-solving abilities but also ensured alignment with academic and professional standards, equipping students with the skills necessary for real-world success (A1, A2, K1, K2, V4).

6. Action Plan: Key Factors

As the lecturer for the module, I carefully considered essential factors identified by Mu and Hatch (2024) to ensure the effective integration of the Case Study Method into my teaching approach. These factors included:

6.1 Setting Goals

The primary goals of redesigning my teaching approach (A2) with the Case Study Method were to:

1. Enhance students' critical thinking skills.
2. Deliver a rich learning experience aligned with the Knowledge, Skills, and Behaviors (KSBs) specified in the DA program.
3. Support the module's overarching aim - fostering an appreciation and understanding of procurement concepts and applications.

6.2 Choosing Appropriate Teaching Methods

I adopted a hybrid teaching approach that combined lectures and case studies, leveraging their complementary strengths (A1, A2, K1, K2, V1, V4). This approach has been shown to effectively develop complex mental models (Nadkarni, 2003).

- **Preceding Lectures with Case Discussions:**

Detailed lectures were delivered to explain core procurement concepts before case discussions (K2, A2, V3). Research highlights that lectures preceding case discussions help students identify key concepts more effectively (Phillips & Vaidyanathan, 2004).

- **Small-Group Practice:**

Case analysis was introduced through a brief lecture, followed by small-group practice sessions (V2, V3, A4). This method has been proven to improve student performance (Passyn & Billups, 2019).

- **Single Case Focus:**

I selected one comprehensive case for analysis rather than multiple cases (A1, V3, K1). Research by Pariseau and Kezim (2007) suggests this approach is equally effective for learning and minimizes cognitive overload.

6.3 Choosing the Cases

To maximize engagement and learning outcomes, I carefully selected UK-based cases that blended storytelling with fact-based styles (A1, V4, K5). This decision was informed by Gobeil and Phillips (2001), who found storytelling cases particularly effective for students with limited subject-specific knowledge.

- **Guidelines for Case Analysis:**

Structured guidelines for case assignments were provided to foster critical thinking, participation, teamwork, and decision-making, as supported by research (Athanassiou et al., 2003; Demetriadis et al., 2008).

- **Student-Created Cases:**

For assessments, students were tasked with writing their own cases in a report format based on workplace scenarios. This approach enhances understanding of course concepts and decision-making skills (Ross et al., 2009; Wang et al., 2019).

6.4 Choosing Technology

Given that DA classes were conducted mostly online, I leveraged technology tools like MS Teams and Moodle to implement case-based teaching effectively:

- **Blended Approaches:**

I combined online and in-class methods to enhance learning outcomes (A1, A2, K1, K2, K4, V1, V4). Research indicates that blended approaches are highly effective, though the quality of discussions relies heavily on instructor facilitation (Heckman & Annabi, 2006). I also use Moodle for ensuring convenience of students by:

- Archiving recorded lectures and case discussions and
- Uploading prereading materials, case and class materials for later use
- Breakout Rooms for Discussions: I used breakout rooms facilitated group collaboration (K4, A4). While research shows mixed student satisfaction depending on prior attitudes toward group learning (Mu & Hatch, 2024), they proved useful for promoting active participation.
- Synchronous vs. Asynchronous Discussions: I implemented a balance of both Synchronous discussions supported face-to-face interaction (virtual and physical; one to one and in group) at the same time, while asynchronous methods encouraged students accessing materials at their own pace and interacting with each other over longer periods. (Chen et al., 2006) to maximize engagement and cognitive gains (K3, A4).

7. Impact of Exogenous Factors on My Teaching

7.1 Instructor Characteristics

Various personal and professional attributes have significantly influenced the success of my case study-based teaching approach. Key traits include extroversion and conscientiousness (Bayona & Castaneda, 2017), supported by my doctoral research expertise, deep subject-matter knowledge, and a flexible approach to classroom management. These characteristics have fostered a dynamic and adaptive learning environment (V3, K2, K3, K5). My preference for using the Case Study Method as a teaching tool has further enhanced the effectiveness of my instructional style (Trejo-Pech & White, 2017).

7.2 Student Characteristics

Student characteristics have played a pivotal role in the effectiveness of the case study-based teaching approach. The cohort consisted of mature, experienced industry professionals enrolled in a Level 5 module. This alignment between advanced learner profiles and context-rich teaching methods enhanced learning outcomes.

Studies suggest that certain student traits align well with case-based learning. Brennan and Ahmad (2005) observed that older students generally exhibit a more favorable attitude toward case studies compared to younger students. Similarly, Trejo-Pech and White (2017) found upper-year students more receptive to the Case Method than underclassmen. Kester et al. (2008) noted that while advanced-level students view case studies as an effective supplement to lectures, introductory-level students often prefer traditional teaching methods.

Despite variations in work experience within the cohort—ranging from seasoned professionals to early-career individuals transitioning from high school—all students demonstrated improved critical thinking skills (V1, V2). This observation aligns with Ballantine and Larres (2004), who reported no significant differences in perceptions of the cognitive, affective, or skill development benefits of the Case Method based on work experience.

Additional research highlights that students' perceptions of the Case Method are influenced by their own personality traits, the instructor's characteristics, and their motivation levels (Bayona & Castaneda, 2017). In my experience, a combination of student maturity, professional relevance, and intrinsic motivation created an environment conducive to productive and meaningful learning.

7.3 Institutional and Social Environment

Institutional support has been instrumental in successfully implementing the Case Study Method. UWTSD's policies recognizing teaching excellence in promotion frameworks and access to technological and physical resources encouraged innovative and efficient preparation of class materials (Mu & Hatch, 2024).

The availability of diverse UK-based case studies allowed me to design contextually relevant and relatable content for my students. This alignment with institutional goals further bolstered the effectiveness of my teaching practices. Moreover, structured student performance evaluations, such as those conducted by Apprentice Liaison Officers (ALOs) within Degree Apprenticeship programs, guided my decision to integrate the Case Study Method (Adler, Milne, and Stringer, 2000).

8. Outcome of the Intervention

By thoughtfully integrating case studies, employing effective teaching strategies, and addressing relevant contextual factors, I successfully enhanced the module's primary learning outcome: the development of critical thinking skills. I introduced the case study method in the third class after identifying a lack of critical thinking skills in the first two sessions (K3, A4). Students practiced this method during the third and fourth classes, and by the fifth class, I began to observe noticeable improvements.

Incorporating case studies into my lectures proved highly effective in developing students' critical thinking skills across key knowledge, skills, and behaviors (KSBs). From the fifth session onward, students demonstrated marked progress in critical thinking subskills, including their ability to link ideas, analyze and evaluate arguments, identify patterns and relationships, distinguish relevant from irrelevant information, uncover gaps in reasoning, and apply these skills to form arguments, solve problems, or draw conclusions. This progress was evident in their written reports—formal assessment tools requiring them to evaluate workplace-based scenarios (K3). I observed that students demonstrated a solid understanding of foundational procurement concepts. They effectively analyzed and interpreted both quantitative and qualitative data, constructed well-structured arguments, and grounded their reasoning in core theories and principles (K3). These outcomes confirmed that the integration of case studies significantly improved students' critical thinking skills.

Throughout the course, both objective and subjective data reinforced this improvement. Students showcased stronger critical thinking capabilities during class activities, including heightened engagement, spontaneous involvement, increased confidence, and more accurate reflections in their assessments (A3). These insights guided refinements to my teaching approach for the subsequent semesters. Feedback from the Apprentice Liaison Officers (ALOs), as part of the DA program, was overwhelmingly positive, as was feedback from senior colleagues who observed my sessions (A3, K3). Students specifically praised the role of case studies in fostering critical thinking and enhancing engagement.

Motivated by these results, I remain committed to continuously improving my teaching approach, guided by formal and informal feedback from students and colleagues (A5).

9. Conclusion

The findings from this intervention underscore the importance of fostering 'Critical Thinking' as a vital educational objective, aligning with the perspective of Galindo-Domínguez et al., (2023). My own experience of integrating case studies into teaching Degree Apprenticeship programs in Logistics and Supply Chain Management has further demonstrated the value of hybrid teaching approaches. By blending case studies with lectures, I have been able to prioritize Critical Thinking while maintaining comprehensive content coverage—a challenge often highlighted by educators. Inspired by these insights and supported by existing research, I remain committed to refining my teaching practices by explicitly focusing on Critical Thinking through case studies and complementary methods.

5. Reports of three teaching observations

As per requirements for the PGCERTHE module 1, I have collected two teaching observation reports, one from Dr Kelvin Lake (FHEA) who is my Practice Advisor and another from Dr Irina Neaga (FHEA) who is an expert peer. Moreover, I have written one observation report on the teaching of one of my expert colleagues who is an SFHEA. Reports are listed below:

5.1 Observation of my teaching by Dr Kelvin Lake (Practice Advisor)

Appendix B

PGCert tHE OBSERVATION FORM



Details of the Observation	
Observee	Dr. Moutushi Tanha
Practice Advisor / Expert peer observer	Dr. Kelvin Lake PhD MEng CEng MIMechE FHEA (FHEA – PR107314)
Date of the Observation	23/10/24
Campus / Location	Swansea, Wales, UK
Date, Time, Duration	23/10/24, 9am – 12pm (3 hours)
Subject Speciality	Business Planning - ACMA 4015 (BSC in Supply Chain and Logistics)
Type of Activity	Lecture (Online)
This observation will contribute to the participant's portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague or professional colleague. Observation by a fellow participant in the program is not permissible as a means of authenticating practice.	

Teaching/Support preparation [A1: Design and plan learning activities] <i>i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.</i>
Comments Moutushi had obviously thought about how to give the lecture and engage the students in this online lecture which was given via Microsoft Teams. This lecture consisted of presentation of information, the use of case studies, and exercises getting the students to apply some of the concepts discussed to their personal business ideas. This was engaging and appropriate given the content covered, the learning environment (the fact that it was online), and the number of students (5).
Teaching [A2: Teach and/or support learning.] <i>i.e. Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to the subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc. Technique and Aids: General apparatus – board, data projector, use of handouts. Was effective communication achieved? Was there good student–teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.</i>
Comments - The aims, learning outcomes and the KSBs were clearly stated at the start of the lecture. - Previous topics covered were summarised. - A summary of the next lecture was given. - Moutushi was aware of time and adjusted the lecture accordingly due to the pace that the learners absorbed information.
Effective Learning Environments [A4: Develop effective learning environments and approaches to student support and guidance.] <i>i.e. General class atmosphere, level of participation, attention, and interest. Student attitude and ability to carry out classwork. Were learning problems identified and overcome? Awareness of individual needs. Attitude to students.</i>
Comments - Moutushi created a relaxed atmosphere and welcomed all students individually as they joined the Teams call. - Improvements to be considered; - o Due to timetabling, this is a very long class – Moutushi should consider giving the students a little more break time (e.g. 15 minutes) in the middle of her session. - o Some of her slides were a little 'wordy' – this may be personal preference, but I would suggest reducing the content on some of these. - o Due to timetabling, the sheer amount of content to be covered in one lecture is huge. This could be reduced by giving the students work to carry out before the lecture. - o Further reading and 'stretch' exercises should be considered

Assessment [A3: Assess and give learners feedback]

i.e Formative/summative assessment examples , Question and answer technique. Other evaluation procedures, class management, instructions to students005C.

Comments

- The lecture was clearly linked to the assessment and Moutushi stated this and explained to the students how they could use what they were discussing.
- Moutushi regularly asked individual students questions to keep them engaged and get verbal formative feedback from the students.
- Moutushi linked the lecture to the business ideas that each individual student had and asked the students to apply what they had learnt to their business idea at regular intervals.

Core Knowledge

- Subject knowledge
- Teaching methods
- Student learning
- Learning technologies
- Evaluation
- Teaching effectiveness
- Quality assurance

Comments

Moutushi comes across as very knowledgeable and makes it clear to the students how they can apply this. Her teaching methods are appropriate given that the lecture was online and the very small class size (there were only 5 students). It was interesting to note that 2 students had their cameras on, and 3 had them turned off. It is very hard to engage with students with their cameras turned off as you can not read body language etc – Moutushi however, did this very well. Moutushi gave exercises to the students throughout the lecture to ensure engagement and to receive formative feedback.

Professional values

- Respect for learners
- Promote participation
- Evidence informed approaches
- Wider context of HE

Comments

Moutushi showed a great deal of respect to the learners by speaking to them all individually and encouraging them to discuss how they would apply what they were discussing to their personal business ideas.

Examples of good practice:

See above.

Action points:

See above.

Observer:



(Dr Kelvin Lake)

Date: 30/10/24

Observee : Moutushi Tanha

Date : 30/10/24

PGCert PARTICIPANTS

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

Course Member's Notes and Observation

After my post-session discussion with my observer, I have noted the following points:

I enjoyed the session and found the observer's feedback valuable for reflecting on my teaching. The comments provided were insightful and helpful.

One key observation was the importance of allowing more break time to enhance the effectiveness of my class. Currently, I provide a 5-minute break, but I agree with the observer that a longer break (around 15 minutes) would be more suitable for a session of this length.

As I am relatively new to teaching in the UK, I am still familiarizing myself with the common practices in the higher education sector, particularly for Degree Apprenticeship cohorts.

Additionally, the observer noted that some of my PowerPoint slides were quite text-heavy. While this was partly due to the case study exercise, I will be mindful of making my slides more concise in future sessions.

5.2 Observation of teaching by Dr Irina Neaga (Expert peer observer)



Appendix B

PGCert the OBSERVATION FORM

Details of the Observation	
Observee	Dr Moutushi Tanha
Practice Advisor / Expert peer observer	Dr Irina Neaga
Date of the Observation	20th November, 2023
Campus / Location	Swansea, Wales
Date, Time, Duration	20/11/2023; 9 – 12 PM; 3 Hours
Subject Speciality	Distribution Planning (ACMA4015 Business Planning for Degree Apprenticeship in Supply Chain and Logistics)
Type of Activity	Lecture and Tutorial (On-Line)
This observation will contribute to the participant's portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague or professional colleague. Observation by a fellow participant on the programme is not permissible as a means of authenticating practice.	

Teaching/Support preparation [A1: Design and plan learning activities] <i>i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.</i>
Comments The lecture was well organized, and structured including online interaction and exercises that supported students' understanding of the subject and practical application Moutushi combined her lecture and tutorial session with case study exercises and short problem-solving exercises aimed to improve the critical thinking of the Degree Apprenticeship (DA) students who are employed in the real-life industry. She used PowerPoint slides and videos on Linked-in Learning to support her delivery of the lecture with notes that students found very useful.
Teaching [A2: Teach and/or support learning.] <i>i.e. Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to the subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc. Technique and Aids: General apparatus – board, data</i>

projector, use of handouts. Was effective communication achieved? Was there good student-teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.

Comments

The session started with a lesson plan for that session followed by a useful summary of the previous lectures and tutorials. Also, it continued to present new material providing opportunities for discussion and questions.

The opening discussion with pictures was a good way to start – this generated good discussion. Buzzwork was used to excellent effect to elicit responses from what was a quiet group.

The communication with the students was excellent and Dr Moutushi Tanha coordinated the discussion leading to an excellent student-teacher rapport. There was very appropriate reinforcement of student responses.

The learning outcome in terms of the relevant Knowledge, Skills, and Behaviours (KSBs) of the lecture was successfully achieved. Moutushi uploaded all the online materials in Moodle and Teams group. Students got access to the material and recording in advance.

Effective Learning Environments [A4: Develop effective learning environments and approaches to student support and guidance.]

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

Comments

The class was very engaging and the students were interested in the topics presented. The students acquired new knowledge and developed practical skills. Dr Moutushi Tanha has successfully made an interactive and collaborative atmosphere creating breakout rooms that improved the level of participation of the students in the class activities.

The students' case-study discussion in the breakout room took more time than planned. However, Moutushi did well to alter the pace to meet this unexpected occurrence by joining each breakout room. Well done in asking the pertinent questions that had been missed by the students in their breakout room case-study discussion and in-class exercises.

Assessment [A3: Assess and give learners feedback]

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

Comments

During the tutorial formative assessments were given to the students which were linked to their final assessment (coursework) to be submitted at the end of the module. The in-class exercises - both case study and short problem-solving exercises - were well-designed and presented. The class control and management were excellent.

Core Knowledge • Subject knowledge • Teaching methods • Student learning • Learning technologies • Evaluation • Teaching effectiveness • Quality assurance	
Comments Moutushi's two Masters, PhD, and academic research in Supply Chain and Logistics have made her a subject expert for teaching 'DA in Supply Chain and Logistics students. Her teaching experience in New Zealand is evident in the selection of her teaching methods (student-cantered) which proved to be effective. Providing instant feedback for the formative assessments (in-class exercises) linked with the summative assessment (coursework) was commendable.	
Professional values • Respect for learners • Promote participation • Evidence informed approaches • Wider context of HE	
Comments Moutushi made sure that her session effectively engaged all the students as much as possible. Choosing real-life case study exercises and problem-solving exercises based on students' workplaces were good teaching tools. Her teaching and research experiences made the session successfully tackled as a two-sided and research-informed affair.	
Examples of good practice: The students of the session were quiet, but Moutushi's attitude was encouraging. She successfully picked out and tactfully approached more quiet learners, while encouraging the more confident ones.	
Action points: As a future area of focus, Moutushi might utilize more AI and digital tools to make her class more effective and sophisticated, such as: Podcasts, Whiteboards etc. Moutushi should use Moodle more than MS Teams as UWTSD emphasizes Moodle very much.	
Observer: Dr Irina Neaga	Date: 30/01/2024
Observee: Dr Moutushi Tanha	Date: 30/01/2024
PGCert PARTICIPANTS	

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

Course Member's Notes and Observation

After my post-session discussion with my observer, I have noted the following key points:

Overall, the feedback was both helpful and encouraging. The observer provided tailored suggestions for future areas of focus, which I found particularly useful for improving my teaching practice.

As I am still relatively new to teaching in the UK, I am continually learning about the prevalent practices in the higher education sector, especially for Degree Apprenticeship cohorts.

The observer suggested incorporating tools such as podcasts, whiteboards, and other digital and AI resources to enhance communication. Moving forward, I will also focus on increasing student interaction via Moodle, as this is strongly emphasized at UWTSD.

I enjoyed the session and found the observer's remarks valuable for ongoing reflection on my teaching. I will integrate these insights to further enhance the quality of my teaching in the UK HE sector.

Also, for your information, my initial enrolment in the October 2023 intake was deferred to February 2024 due to admission-related issues. I received this report when I first enrolled for PGCERTHE in October 2023.

5.3. My observation of the teaching of Marie Pitson (Expert peer)

Appendix B

PGCert tHE OBSERVATION FORM



Details of the Observation	
Observee	Marie Pitson (Senior Lecturer)
Practice Advisor / Expert peer observer	Dr Moutushi Tanha
Date of the Observation	09/12/2024
Campus / Location	Swansea, Wales, UK
Date, Time, Duration	09/12/24 (Monday), 10 am – 1 pm (3 hours)
Subject Speciality	Capital Budgeting (students of MBA - Finance)
Type of Activity	Lecture (Face to Face class)
This observation will contribute to the participant's portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague or professional colleague. Observation by a fellow participant on the programme is not permissible as a means of authenticating practice.	

Teaching/Support preparation [A1: Design and plan learning activities] <i>i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.</i>
Comments The session was well thought out. It was clearly introduced, and the particular extent of this broad theoretical approach in terms of input and time needed to grasp it was also stated. As the overview/discussion of the theoretical approach was given it became clear that the students were generally up to speed in terms of continuity of the module overall. They were engaging with, and applying, concepts that they had picked up along the way, and seemed happy to explore new and related concepts along with calculations. The explanations given were clearly presented, and the session was moved on in distinct steps, with good continuity. The students' ideas were responded to and correct understandings were reinforced. At times the students went off track and were directed to an appropriate understanding each time. The session was appropriately rounded up with a short clarification of what had been achieved, reiterating any aspects that had been supplemented to complete the picture.

Questions were raised and answered about the nature of questions for this principle and theory of Finance for their exams and coursework. It was announced that the handouts would be posted on Moodle, and the students were then given some brief guidance on how to manage their reading and revision over the break for the final assessment, ahead of the revision session immediately after it.

Teaching [A2: Teach and/or support learning.]

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

Comments

Marie used PowerPoint slides for her session. A whiteboard was used to back up and reiterate both key statements and instructions and comments by the students. The handouts were straightforward and they clearly tied in with the Capital Budgeting concept and techniques and the in-class exercise.

Effective communication was achieved and there was a good student-teacher rapport. The content and demand of the session were reinforced with humour.

The students did struggle to achieve the goals in the time available, however this was balanced by the fact that they were advised from the start that the time needed to conduct such a reading in full was beyond the scope of the session. Their difficulties grasping the process was constantly monitored and corrected, which helped them to find their way. The aims/outcomes were ultimately achieved, which was impressive given the level of challenge involved. Some of these outcomes needed to be supplemented verbally, but this was given promptly, enabling the students to take ownership of it before the end of the session.

Effective Learning Environments [A4:Develop effective learning environments and approaches to student support and guidance.]

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

Comments

The overall atmosphere of the class was studious, comfortable, and controlled. The students clearly felt that they were in good hands and were able to work comfortably within the parameters given. The students were good at asking questions, and their questions reflected both that they had a good preliminary understanding and that they were willing to explore it further. The students were praised for their willingness to engage, to ask questions, and voice concerns, and they were provided with feedback about the progress of the session as things went along.

Assessment [A3: Assess and give learners feedback]

i.e Formative/summative assessment examples , Question and answer technique. Other evaluation procedures, class management, instructions to students005C.

Comments

The lecture was clearly linked to the assessment and Marie stated this and explained to the students how they could use what they were discussing. There was a good balance of instructor control and student willingness to engage, illustrating that the students were at ease and happy to respond. Questions came directly from the students in response to the theoretical outline and were prompted at regular intervals. When there were no questions, the session was simply moved on. When students did ask questions, these were given good consideration. Specific questions were also asked of the students such as 'Which capital-budgeting technique is the best?', or 'What are the differences between different capital-budgeting techniques?' The students seemed willing to come up with ideas, suggesting that they were keeping up with the session. The students asked very pertinent questions at times, again suggesting good levels of engagement generally.

Instructions to students were clear and this was backed by the logical progression of the session.

Core Knowledge

- Subject knowledge
- Teaching methods
- Student learning
- Learning technologies
- Evaluation
- Teaching effectiveness
- Quality assurance

Comments

Marie came across as very knowledgeable about the content of the whole session. She made it clear to the students how they could apply this. Her teaching methods and tools were appropriate for the small class size (10 students) in a face-to-face setting. It was interesting to note that students were allowed to use their electronic gazettes to research for input for the class discussion. Marie gave exercises to the students throughout the lecture to ensure engagement and to receive formative feedback. The session was very engaging with fun and I found students happy and free to ask questions.

Professional values

- Respect for learners
- Promote participation
- Evidence-informed approaches
- Wider context of HE

Comments

Marie was very much respectful to the learners by speaking to them all individually and helping them to do the calculation of several capital budgeting techniques. She encouraged them to discuss how they could relate the capital budgeting techniques with real-life examples and would apply what they were discussing to their business appraisal techniques.

Examples of good practice:

See above.

Action points:

Marie could have used small case study exercises to develop analytical ability and critical thinking skills of the students as it was a class of level 7 (MBA) consisting of mature students. Also, she could use AI tools to make her PowerPoint presentation more appealing.

Observer : Dr Moutushi Tanha

Date 15/12/24

Observee : Marie Pitson

Date 15/12/24

PGCert PARTICIPANTS

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

Course Member's Notes and Observation:

After my post-session discussion with my observer, I have noted the following key points:

I found Marie's class highly insightful and beneficial. I learned effective strategies for teaching complex theories by relating concepts to real-life scenarios, engaging students through discussions and exercises, and incorporating electronic resources for factual inputs. Her time management was particularly commendable.

During my post-session discussion with the observee, Marie Pitson, I learned that she integrates case studies into some sessions for this module. I noted this in my report, as it was not included in the observed session.

I aim to incorporate Marie's student engagement techniques and time-management strategies into my own teaching.

As I have not been teaching at UWTSD or in the UK for long, observing experienced educators like Marie has been invaluable in enhancing my teaching practices.

6. Reflective evaluations of three Continuing Professional Development (CPD) events attended

The three CPD activities listed below represent a multi-level experience that I have been engaging in over the past two years.

6.1 CPD 1: Completion of Mandatory Training Modules (February 20 – May 20, 2023, Online)

Overview

As part of my role as a Lecturer, I was required to complete a series of mandatory e-learning training modules within the first three months of my employment. Each module concluded with a short assessment on Moodle, and upon successful completion, I received a certificate.

Content and Reflection

Upon completing these modules, I began applying my learning to my online teaching in the following ways:

- 1. 'Equality and Diversity'** module deepened my understanding of equality, diversity, and inclusion, as well as key legal requirements and organizational policies. I actively started integrating diversity and inclusion (V1, V2, A2, K2) in my teaching by selecting readings, case studies, and examples that reflect a variety of cultures, genders, socioeconomic backgrounds, and perspectives; using gender-neutral language and encouraging students to do the same while being mindful of potentially discriminatory terminology; establishing clear classroom guidelines that promote respect and discourage discrimination and providing multiple ways for students to demonstrate their understanding through one-on-one discussions, small group activities (both online and face-to-face), and accessible learning formats (V1, V2, A2, K2).
- 2. 'Health and Safety'** module provided essential knowledge on workplace health and safety, including fire safety. To ensure a safe and comfortable learning environment, I started maintaining a noise-free and well-lit classroom where slides are clear and easy to read; actively addressing potential safety concerns raised by students and including short breaks in longer sessions, allowing students to refresh, visit the restroom, or grab a coffee to maintain focus and engagement. (V1, V2, A2, K2)
- 3. 'Safeguarding'** module covered PREVENT Duty, student mental health and well-being, and safeguarding principles. I remain vigilant in identifying any unusual student behavior or potential risks related to radicalization or extremism. I foster a supportive and open environment where students feel safe and comfortable discussing concerns. (V1, V2, A2, K2) .
- 4. 'Key Legislation' module covered** Counter Fraud, Modern Slavery, and Creating Accessible Content and started staying alert to any signs of fraud, bribery, or corruption within the university and ensured I know the appropriate reporting procedures. I also communicate these issues formally and informally to my students. Additionally, I enhance accessibility by recording my lectures with transcripts, making them available on Moodle and MS Teams for students' flexible access. (V1, V2, A2, K2)
- 5. Information Security:** I got insights into Information Security Awareness, Data Protection, and Freedom of Information from this module. I started ensuring that all student and university-related data are securely stored within the institution's databases. Students' assessments and grades remain protected, and any workplace-based data used in assessments is strictly confidential and used only for academic purposes. (V1, V2, A2, K2)

6. Welsh Language: I learned standards and best practices of Welsh and I have started incorporating Welsh words and phrases in my classes, meetings, and email correspondence, particularly for greetings and formal etiquette. Additionally, I ensure that a Welsh-language version is available in my assessments. (V1, V2, A2, K2)

6.2 CPD 2: Training on the Use of Generative AI in Assessments at University of Wales Trinity Saint David (UWTSD), 29/10/24

Overview

This training session opened with reflections and an engaging discussion on the Generative Artificial Intelligence (AI) Guidance and its role in assessments. Generative AI is transforming industries, workplaces, and society at an unprecedented pace. To ensure both staff and students effectively navigate these changes, the University of Wales Trinity Saint David (UWTSD) is committed to fostering the ethical and appropriate use of AI in academic settings.

Content

The session explored the challenges and opportunities for distance learners and highlighted the support available to lecturers in designing AI-integrated assessments. Additionally, the workshop introduced the integration of Generative AI Guidance into the WISA Programme of Study Handbooks (PoSH) by the WISA Quality Team.

Use of Generative AI in Assessments

Generative AI offers numerous benefits, from enhancing learning experiences to improving efficiency. However, given its rapid evolution, staying informed and adaptable is essential. UWTSD promotes open and transparent discussions about AI, encouraging students and staff to learn, adopt, adapt, and even contribute to AI innovations.

UWTSD Generative AI Guidance

From September 2024, all assessments must explicitly state the acceptable use of Generative AI. It is essential for students to carefully review these briefs to understand how and when AI tools may be used. This ensures compliance with guidelines and upholds academic integrity standards.

The university provides extensive resources for integrating AI ethically and effectively, covering areas such as research, structuring, proofreading, and programming. These guidelines promote responsible AI usage, uphold academic integrity, and prepare students for an AI-driven future.

Reflection

As a lecturer responsible for designing assessments, a student in the PGCERTHE program, and a researcher, I found this workshop highly insightful. (A5). It provided practical applications of AI and explored the experiences of both students and staff at UWTSD.

I was particularly inspired by the multi-faceted applications of Generative AI in teaching. AI has motivated me to create lessons, activities, assessments, discussion prompts, and presentations simply by providing a short keyword-based prompt.

Currently, I frequently use **Turnitin** for AI and plagiarism detection (K1). This tool is invaluable in evaluating assessments across my modules, offering detailed similarity reports, source matching, feedback, and LMS integrations (K2).

Additionally, I rely on AI for proofreading tasks when preparing lesson plans, lecture notes, assessment briefs, and feedback catered to meet diverse needs of my students. (A1, A3, V1). Tools such as **ChatGPT, Grammarly, Microsoft Editor, and Bing Chat** help refine grammar, syntax, and readability, ensuring clarity and coherence.

For structuring assistance, AI tools such as **ChatGPT, Copilot, Claude, and Gemini** aid in drafting argument structures, organizing content, and refining submission layouts.

In research, AI supports my academic tasks by generating bibliographies, summarizing, comparing, and analyzing materials. I frequently use **Claude, SciSpace, Elicit, Semantic Scholar, and Research Buddy** for these purposes.

In all my modules, I have incorporated UWTSD's Generative AI guidance writing assessment briefs. For instance, in my **Business Planning** module, students are permitted to use AI for research, structuring, and proofreading but are restricted from using it for writing and creative tasks (See Appendix 3).

6.3 CPD 3: Assisting Degree Apprenticeship Program in Supply Chain and Logistics at University of Wales Trinity Saint David (UWTSD), Swansea Campus

Overview

The DA program is managed by a dedicated team, including the Academic Director (equivalent to the Head of Department), the Head of Apprenticeships, and the Program Director for the DA unit. Academic staff and Apprentice Liaison Officers (ALOs) work under their guidance.

To ensure the smooth operation of the DA provision, weekly meetings are held to address concerns, while monthly meetings with Academic Liaison Officers (ALOs) and students foster engagement. Additionally, Employer Liaison Group Meetings and full-team reviews occur quarterly to align with employer expectations (V4).

My Role in the DA Team

As an academic staff member, I contribute to the DA team by teaching DA students and assisting the Program Manager for the Supply Chain and Logistics pathway. Since joining, I have been actively participating in staff DA meetings and training sessions and gaining extensive knowledge about key areas of the DA program and the requirements for End-Point Assessment (EPA) submissions (A5, K2).

Content and Reflection

1. Engagement with Employers and Professional Bodies

We maintain strong partnerships with organizations such as Tata Steel UK, Marks & Spencer, JCB, DHL, Safran Seats, Sony UK, LSN Diffusion, and DPD. As part of my role, I collaborate with ALOs to engage with professional bodies, including the Chartered Institute of Logistics and Transport (CILT) and the Chartered Institute of Procurement and Supply (CIPS) to secure program accreditation. I also liaise with partner organizations alongside ALOs to strengthen these connections (V5).

2. Professional Memberships

To further support best practices and assessment skills, I am considering obtaining individual memberships with CILT and CIPS. Additionally, our DA unit is in the process of securing corporate membership to enhance professional development opportunities (A2).

3. Recruitment and Training of Assessors

As an assessor, I meet the required qualifications with a Master's and a PhD in Supply Chain and Logistics, complemented by relevant professional certifications and extensive industry experience. Furthermore, I actively participate in the recruitment process, having recently been involved in interviewing and appointing an Hourly Paid Lecturer (HPL). Since joining, I have been attending mandatory training and receiving mentorship from experienced colleagues (A5).

4. End-Point Assessment (EPA) Delivery

We rigorously monitor the EPA process, ensuring assessments align with industry standards and sector-specific regulations. I contributed to the validation process by developing the PV2 document for the DA Supply Chain and Logistics program and addressing external advisors' comments on three module contents (A1).

5. Development and Review of Assessment Tools

Our DA program is closely connected with Employer Liaison Group (ELG) meetings, accreditation processes with professional bodies, and Ofsted inspections for compliance monitoring and ensuring the effectiveness of resources and assessment tools. As some of our DA students are based in England, we undergo Ofsted inspections to ensure compliance with required Knowledge, Skills, and Behaviors (KSBs). These inspections involve class observations, lesson plan reviews, and student feedback. I was actively involved in the Ofsted inspection preparation committee in 2023 and participated in the inspection process, which resulted in a positive report (A3, K3).

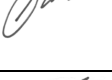
7. Teaching Log (Evidence of 40 hours teaching)

Appendix A

PG Cert tHE -TEACHING LOG

(Evidence of 40 hours of teaching or support for teaching at HE level)

Candidate: Moutushi Tanha	Campus: Swansea
----------------------------------	------------------------

Date	Session Details	No of Hours	Practice Advisor's Signature
18.09.2024	Purpose and Strategy	3	
25.09.2024	Market Research: Researching Customers	3	
02.10.2024	Market Research: Researching Competitors	3	
09.10.2024	Competitive Marketing Strategies: Product and/or services, Pricing, Advertising and Promotion, Competing Online	3	
16.10.2024	Place and Distribution Competing Online	3	
23.10.2024	Competitive Marketing Strategies: People, Process and Physical Evidence, Competing Online	3	
30.10.2024	Operations: Selling Methods Plan, Making, Outsourcing and Suppliers, Legal and Regulatory Factors	3	
06.11.2024	Reviewing financing requirements and options: The Sales Forecast, Cash-flow Projections	3	
13.11.2024	Business Controls: Financial Controls, Sales and Marketing Controls, Other Business Controls, The Profit and Loss Account, The Balance Sheet, Break-even Analysis, Estimating Financing Requirements, Stress Testing your Business Projections	3	
20.11.2024	Writing up and presenting your business plan	3	
27.11.2024	Introduction to Computerized Support for managerial decision making, Evolution of computerized support Data Analytics Business Intelligence, Business Analytics, Analytics Ecosystem	3	
04.12.2024	Nature of Data related to Business Intelligence and Data Analytics, Methods used to make real-world Data Analytics ready	3	
10.12.2024	Ratio Analysis	3	
11.12.2024	Statistical Modelling and its relationship to Business Analytics, Descriptive and Inferential Statistics	3	
Hours =	Hours Carried Over= 42 Hours	Total Hours =	42 Hours

Participant's signature: Moutushi Tanha

A handwritten signature in black ink, appearing to be 'Moutushi Tanha', written in a cursive style.

Practice Advisor's signature ...

8. Conclusion

Throughout the first year of my PGCERTHE journey as both a student and staff member, my learning experience has been incredibly rewarding. I have actively engaged with Degree Apprentice students through my teaching and learning practices, striving to enhance their educational experience. I am deeply grateful to Mark Flagg for his invaluable feedback and unwavering support throughout this period. I am eager to refine my teaching by incorporating the suggestions provided by my tutor, Mark Flagg, and the observers of my sessions. I believe that the second year of my PGCERTHE studies will further enhance my teaching skills and professional growth.

9. References

References:

- Adler, R., Milne, M., & Stringer, C. (2000). Identifying and overcoming obstacles to learner-centred approaches in tertiary accounting education: A field study and survey of accounting educators' perceptions.
- Athanassiou, N., McNett, J.M. and Harvey, C., 2003. Critical thinking in the management classroom: Bloom's taxonomy as a learning tool. *Journal of Management Education*, 27(5), pp.533-555.
- Ballantine, J. and Larres, P.M., 2014. Accounting Undergraduates' Perceptions of Cooperative Learning as a Model for Enhancing their Interpersonal and Communication Skills to Interface Successfully with Professional Accountancy Education and Training. In *The Interface of Accounting Education and Professional Training* (pp. 65-80). Routledge.
- Bayona, J.A. and Castañeda, D.I., 2017. Influence of personality and motivation on case method teaching. *The International Journal of Management Education*, 15(3), pp.409-428.
- Bezanilla, M.J., Fernández-Nogueira, D., Poblete, M. and Galindo-Domínguez, H., 2019. Methodologies for teaching-learning critical thinking in higher education: The teacher's view. *Thinking skills and creativity*, 33, p.100584.
- Biggs, J. and Tang, C., 2011. Train-the-trainers: Implementing outcomes-based teaching and learning in Malaysian higher education. *Malaysian Journal of Learning and Instruction*, 8, pp.1-19.
- Butler, H.A., Pentoney, C. and Bong, M.P., 2017. Predicting real-world outcomes: Critical thinking ability is a better predictor of life decisions than intelligence. *Thinking Skills and Creativity*, 25, pp.38-46.
- Campoy, R.W., 2005. *Case study analysis in the classroom: Becoming a reflective teacher*. Sage
- Chen, C.C., Shang, R.A. and Harris, A., 2006. The efficacy of case method teaching in an online asynchronous learning environment. *International Journal of Distance Education Technologies (IJDET)*, 4(2), pp.72-86.
- Collins, J., Lewis, A. T., & Friday-Stroud, S., 2011. Assessing student critical thinking using structured vs. unstructured case analysis. *Journal of Business, Industry and Economics*, 16, 17–30. Spring 2011 <http://search.proquest.com/scholarly-journals/assessing-student-problem-solving-using/docview/1768629181/se-2?accountid=15115>.
- Demetriadis, S.N., Papadopoulos, P.M., Stamelos, I.G. and Fischer, F., 2008. The effect of scaffolding students' context-generating cognitive activity in technology-enhanced case-based learning. *Computers & Education*, 51(2), pp.939-954.
- Desiraju, R. and Gopinath, C., 2001. Encouraging participation in case discussions: A comparison of the MICA and the Harvard case methods. *Journal of Management Education*, 25(4), pp.394-408.
- Dewey, J., Corita, S.M. and Eddington, A.S., 2008. Critical thinking. *A Primer on Natural Resource Science*, p.65.
- DeYoung, C.G., Flanders, J.L. and Peterson, J.B., 2008. Cognitive abilities involved in insight problem solving: An individual differences model. *Creativity Research Journal*, 20(3), pp.278-290.
- Dos, B., Bay, E., Aslansoy, C., Tiryaki, B., Cetin, N. and Duman, C., 2016. An analysis of teachers questioning strategies. *Educational research and reviews*, 11(22), pp.2065-2078.
- Filler, L., 1968. *Progressive Education: From Arcady To Academe. a History of the Progressive Education Association, 1919–1955.* by Patricia Albjerg Graham.[Teachers College Studies in Education.](New York: Teachers College Press, Teachers College, Columbia University. 1967. Pp. x, 193. \$5.75.
- Flores, K.L., Matkin, G.S., Burbach, M.E., Quinn, C.E. and Harding, H., 2012. Deficient critical thinking skills among college graduates: Implications for leadership. *Educational Philosophy and Theory*, 44(2), pp.212-230.

- Galindo-Domínguez, H., Bezanilla, M.J., Campo, L., Fernández-Nogueira, D. and Poblete, M., 2023, February. A teachers' based approach to assessing the perception of critical thinking in Education university students based on their age and gender. In *Frontiers in Education* (Vol. 8, p. 1127705). Frontiers Media SA.
- Gibbs, G. (1988). *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit. Oxford Polytechnic: Oxford.
- Graham, P.A., 1967. *Progressive education from Arcady to academe: A history of the Progressive Education Association, 1919-1955. (No Title)*.
- Grupe, F.H. and Jay, J.K., 2000. Incremental cases: Real-life, real-time problem solving. *College Teaching*, 48(4), pp.123-128.
- Hannafin, M.J. and Hannafin, K.M., 2010. Cognition and student-centered, web-based learning: Issues and implications for research and theory. *Learning and instruction in the digital age*, pp.11-23.
- Heckman, R. and Annabi, H., 2005. A content analytic comparison of learning processes in online and face-to-face case study discussions. *Journal of Computer-Mediated Communication*, 10(2), p.JCMC10210.
- Heinrich, W.F., Habron, G.B., Johnson, H.L. and Goralnik, L., 2015. Critical thinking assessment across four sustainability-related experiential learning settings. *Journal of Experiential Education*, 38(4), pp.373-393.
- Kaddoura, M.A., 2011. Critical thinking skills of nursing students in lecture-based teaching and case-based learning. *International Journal for the scholarship of teaching and learning*, 5(2), p.n2.
- Kerimbayev, N., Umirzakova, Z., Shadiev, R. and Jotsov, V., 2023. A student-centered approach using modern technologies in distance learning: a systematic review of the literature. *Smart Learning Environments*, 10(1), p.61.
- Kester, K., 2017. The United Nations, peace, and higher education: Pedagogic interventions in neoliberal times. *Review of Education, Pedagogy, and Cultural Studies*, 39(3), pp.235-264.
- Mahdi, O.R., Nassar, I.A. and Almuslamani, H.A.I., 2020. The Role of Using Case Studies Method in Improving Students' Critical Thinking Skills in Higher Education. *International Journal of Higher Education*, 9(2), pp.297-308.
- McComas, W.F. and Abraham, L., 2004. Asking more effective questions. *Rossier School of Education*, pp.1-16.
- Mu, F. and Hatch, J.E., 2024. The efficacy of the case method in tertiary business education: A scoping review: 2000-2022. *The International Journal of Management Education*, 22(2), p.100983.
- Gobeil, J. and Phillips, F., 2001. Relating case presentation style and level of student knowledge to fact acquisition and application in accounting case analyses. *Issues in Accounting Education*, 16(2), pp.205-222.
- Goodman, B.E., 2016. An evolution in student-centered teaching. *Advances in Physiology Education*, 40(3), pp.278-282.
- Mahdi, O.R., Nassar, I.A. and Almuslamani, H.A.I., 2020. The Role of Using Case Studies Method in Improving Students' Critical Thinking Skills in Higher Education. *International Journal of Higher Education*, 9(2), pp.297-308.
- Nadkarni, S., 2003. Instructional methods and mental models of students: An empirical investigation. *Academy of Management Learning & Education*, 2(4), pp.335-351.
- Parast, M.M., 2010. Effectiveness of case study in enhancing student learning in operations management. *Operations and Supply Chain Management*, 3(1), pp.49-58.
- Parent, M., Neufeld, D.J. and Gallupe, R.B., 2002. An exploratory longitudinal analysis of GSS use in the case method classroom. *Journal of Computer Information Systems*, 43(1), pp.70-80.
- Pariseau, S.E. and Kezim, B., 2007. The effect of using case studies in business statistics. *Journal of Education for Business*, 83(1), pp.27-31.
- Passyn, K.A. and Billups, M.J., 2019. How to improve written case analysis and reduce grading time: The one-page, two-case method. *Journal of Marketing Education*, 41(3), pp.215-229.
- Paul, P. and Mukhopadhyay, K., 2005. Experiential learning in international business education. *Journal of Teaching in International Business*, 16(2), pp.7-25.

- Pedersen, S. and Liu, M., 2003. Teachers' beliefs about issues in the implementation of a student-centered learning environment. *Educational technology research and development*, 51(2), pp.57-76.
- Phillips, F. and Vaidyanathan, G., 2004. Should case materials precede or follow lectures?. *Issues in Accounting Education*, 19(3), pp.305-319.
- Pilz, M. and Zenner, L., 2018. Using case studies in business education to promote networked thinking: findings of an intervention study. *Teaching in Higher Education*, 23(3), pp.325-342.
- Popil, I., 2011. Promotion of critical thinking by using case studies as teaching method. *Nurse education today*, 31(2), pp.204-207.
- Poropat, A.E., 2009. A meta-analysis of the five-factor model of personality and academic performance. *Psychological bulletin*, 135(2), p.322.
- Porzecanski, A.L., Bravo, A., Groom, M.J., Dávalos, L.M., Bynum, N., Abraham, B.J., Cigliano, J.A., Griffiths, C., Stokes, D.L., Cawthorn, M. and Fernandez, D.S., 2021. Using case studies to improve the critical thinking skills of undergraduate conservation biology students. *Case Studies in the Environment*, 5(1), p.1536396.
- Reid, J.R. and Anderson, P.R., 2012. Critical thinking in the business classroom. *Journal of Education for Business*, 87(1), pp.52-59.
- Rhodes, S., 2020. Eliciting Critical Thinking through Purposeful Questioning. *Mathematics Teacher: Learning and Teaching PK-12*, 113(11), pp.e71-e77.
- Rosier, G., 2022. The case method evaluated in terms of higher education research: A pilot study. *The International Journal of Management Education*, 20(3), p.100660.
- Ross, D.N., Zufan, P. and Rosenbloom, A., 2008. Experiences from cross-institutional exchanges of undergraduate business student written cases. *Journal of Management Education*, 32(4), pp.444-475.
- Schmaltz, R.M., Jansen, E. and Wenckowski, N., 2017. Redefining critical thinking: Teaching students to think like scientists. *Frontiers in psychology*, 8, p.459.
- Stupple, E.J., Maratos, F.A., Elander, J., Hunt, T.E., Cheung, K.Y. and Aubeeluck, A.V., 2017. Development of the Critical Thinking Toolkit (CriTT): A measure of student attitudes and beliefs about critical thinking. *Thinking Skills and Creativity*, 23, pp.91-100.
- Taleb, H.M. and Chadwick, C., 2016. Enhancing student critical and analytical thinking skills at a higher education level in developing countries: Case study of the British university in dubai. *Journal of Educational & Instructional Studies in the World*, 6(1).
- Tan, H.C., 2019. Using a structured collaborative learning approach in a case-based management accounting course. *Journal of Accounting education*, 49, p.100638.
- Tidwell, A.L., 2015. Assessing student problem solving using structured versus unstructured case analysis. *Academy of Educational Leadership Journal*, 19(3), p.309.
- Trejo-Pech, C.J. and White, S., 2017. The use of case studies in undergraduate business administration. *Revista de administração de empresas*, 57, pp.342-356.
- Vora, M.B. and Shah, C.J., 2015. Case-based learning in pharmacology: Moving from teaching to learning. *International Journal of Applied and Basic Medical Research*, 5(Suppl 1), pp.S21-S23.
- Walker, S.E., 2003. Active learning strategies to promote critical thinking. *Journal of athletic training*, 38(3), p.263.
- Wang, K., Cappel, J., Huang, Z. and Zhao, H., 2019. An alternative approach to case-based learning: The use of student-authored cases. *Journal of Higher Education Theory and Practice*, 19(6).
- Weil, S., Oyeler, P., Yeoh, J. and Firer, C., 2001. A study of students' perceptions of the usefulness of case studies for the development of finance and accounting-related skills and knowledge. *Accounting Education*, 10(2), pp.123-146.

URL: for the required Knowledge, Skills and Behaviors (KSBs) is

www.nationalarchives.gov.uk/doc/open-government-licence

[st0548_supply-chain-leadership-prof_l6_ap-for-publication-211218.pdf](#) (page 21 – page 26)

Appendix 1: PowerPoint slides used for Microteaching presentation:

Lecture 1

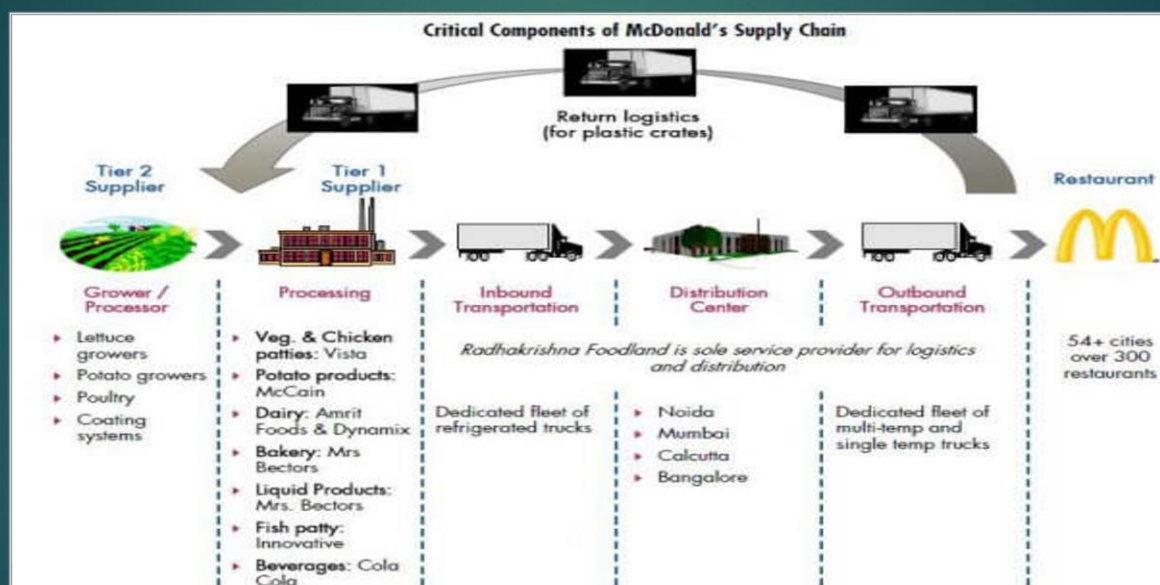
TOPIC 1: SUPPLY CHAIN MANAGEMENT

Learning Outcomes

- ▶ What is Supply Chain Management
- ▶ Practical application of Supply Chain Management



A glimpse of McDonald's Supply Chain Management



Definition of Supply Chain Management

The term supply chain management was introduced by consultants in the 1980s and since then academics have attempted to give theoretical and intellectual structure to it. CSCMP (2022b) defines SCM as encompassing:

the planning and management of all activities involved in sourcing and procurement, conversion, and all logistics management activities. Importantly, it also includes coordination and collaboration with channel partners, which can be suppliers, intermediaries, third party service providers, and customers. In essence, supply chain management integrates supply and demand management within and across companies.

Exercise: 1 critical components of SC
(Apply The critical components of SC for the following companies)

Organizations	Stocks (Raw Material, Work-in-Process, Finished Goods)	Suppliers	Intermediaries
			
			
			

Appendix 2: Sample of the Knowledge, Skills, and Behaviours (KSBs) required by the Degree Apprenticeship Program for Supply Chain and Logistics

URL for the required Knowledge, Skills and Behaviors (KSBs) is

www.nationalarchives.gov.uk/doc/open-government-licence

[st0548_supply-chain-leadership-prof_l6_ap-for-publication-211218.pdf](https://www.nationalarchives.gov.uk/doc/open-government-licence/st0548_supply-chain-leadership-prof_l6_ap-for-publication-211218.pdf) (page 21 – page 26)

Annex A

Crown copyright 2018. You may re-use this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. Visit www.nationalarchives.gov.uk/doc/open-government-licence 21

ST0548/AP01

Area of work	Knowledge outcome required	End-point assessment method
Capacity Planning & Forecasting	- the principles of inventory, supply and demand planning and associated metrics, such as on-time, in-full, error-free and on-shelf availability (K1) - methods of forecasting including effects of fluctuations and seasonality and use of scheduling techniques (K2) - the value of targeted research on supply chain dynamics (K3)	Work-based project report and presentation
Supply Network Design	- the principles of supply chain strategies, delivery models and modes and their impact on business performance (K4) - how the value proposition of the product and the market affects supply chain strategies and service operations for the end customer (K5) - how to use contemporary market, product and supply chain ideas to flex the supply chain network design (K6)	Work-based project report and presentation
Finance and Procurement	- the specifics of budgeting, profit and loss reporting and cash flow forecasting in complex supply chains (K7) - how procurement processes impact across the supply-chain to ensure cost efficiencies, security of supply, continuity of service and mitigation of risk (K8) - the range of sourcing strategies for	Work-based project report and presentation

Area of work	Skills outcome required	End-point assessment method
Capacity Planning & Forecasting	- determine benefits of insourcing, offshoring or outsourcing (S1) - gather, analyse, interpret and use data from across the supply chain to propose and make effective decisions (S2) - source and plan optimal transport solutions (S3) - actively integrate and use data across enterprise lines (S4)	Work-based project report and presentation
Supply Network Design	- develop differentiated supply chain strategies aligned to relevant business unit or function to achieve long-term sustainable growth (S5) - use end customer insight to design and evaluate end-to-end supply chain networks (S6) - use current market and product information to influence and challenge supply chain network design (S7)	Work-based project report and presentation
Finance and Procurement	leverage, and capitalise on, supply chain assets to deliver financial targets (S8)	Work-based project report and presentation

Crown copyright 2018. You may re-use this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. Visit www.nationalarchives.gov.uk/doc/open-government-licence

ST0548/AP0

	- drive cost efficiencies and service level improvements through the distribution network (S9) - practise in a sustainable and ethical way all sourcing and buying decisions (S10) - control information and material flow on-time and in-full (S11)	
Inventory	- apply relevant inventory control techniques and tools (S12) - articulate ways to minimise costs and	Work-based project report and presentation

Area of work	Professional behaviour outcome required	End-point assessment method
Adaptive	▪ be flexible to changing business requirements with a desire for achieving supply chain optimisation (B1)	Viva examination
Collaborative	▪ adopt cross-functional/cross-company working to enhance supply chain connections and dependencies (B2)	Work-based project report and presentation
Cooperative	▪ promote an inclusive approach to a safety-first culture in the workplace and across all tasks in the supply chain(B3)	Viva Examination
Enterprising	▪ champion new opportunities for business growth and proactively reduce the supply chain related risks (B4)	Work-based project report and presentation
Influential	▪ be a persuasive negotiator and approachable by all partners and stakeholders in the end to end supply chain (B5)	Viva examination
Motivating	▪ be an ethical role model with a reputation for sustainable development in a global supply chain community (B6)	Viva examination

Appendix 3: Assessment brief of the module ACMA 4015 'Business Planning' (AI checklist is highlighted in blue color)



APPENDIX GA36a

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	DA Program in Logistics and Supply Chain Management		
Module:	Business Planning		
Module code:	ACMA 4015	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Dr Moutushi Tanha	Internal Verifier:	Dr Irina Neaga
Assignment Title:	Developing a Business Plan	Word count (or equivalent):	1500 words
Submission deadline:	04/12/2024	Return date of provisional marks & written feedback:	10/01/2025
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)
Upon the successful completion of this module, the student should be able to: Assess the internal and external business environment using suitable tools and techniques. Understand the stages of a project and its components. Use appropriate project planning and management tools.

TASK DESCRIPTION

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMMING	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 ☒
------	---	--

At the end of the completion of this module (as the part of the assessment for this module ‘Business Planning’), you are expected to do an exercise on developing a business plan.

Task: Develop a Business Plan (1500 words) for an organization of your choice (hypothetical or real). 1500 words exclude all the cover page, table of content, acknowledgement, executive summary, diagrams, pictures, references, tables, graphs, bibliography and appendix etc.

Your business plan must have the following parts:

Title/Cover Page, Table of content, Executive summary

Mission Statement

Executive Summary

Industry at a glance (Projected Industry growth)

Key External Drivers

SWOT analysis

Market Analysis

Competition analysis

Marketing (7 Ps)

Management (Year 1 Personnel Forecast)

Operations (Forecasting, Procurement, Production, Distribution, Transportation, Facility Design)

Financial Highlights

(Financial Indicators, Break even analysis, Proforma Revenue Forecast - Year 1 Revenue Forecast, Year 1 Profit and Loss, Proforma Cash Flow - Year 1 Cash Flow, Proforma Balance Sheet - Year 1 Balance Sheet, Stress Analysis)

References

Appendix

Following the general guidelines to complete the task is highly recommended (see below).

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment: Evaluate the credibility, relevance, and quality of the literature sources you find. Prioritise peer-reviewed journals, reputable publishers, and authoritative authors in the field. Ensure that the selected sources contribute to the academic discourse on the topic. Engage critically with the

literature by analysing and synthesising the information you gather. Identify common themes, contrasting viewpoints, or emerging trends in the literature. Compare and contrast different authors' perspectives and arguments to gain a deeper understanding of the topic. Ensure that you accurately cite and reference all the sources you have consulted in your assignment using the Harvard referencing style. Follow this citation style consistently throughout your work. This demonstrates your ability to engage ethically with the literature and give credit to the original authors.

2. Knowledge and Understanding Skills

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

Guidance specific to this assessment: *Thoroughly understand the assignment requirements: Start by carefully reading and understanding the assignment brief. Identify the key concepts, theories, and topics that need to be addressed in your response. Provide clear explanations. Clearly explain the key concepts, theories, and principles relevant to the assignment.*

3. Cognitive and Intellectual Skills

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

Guidance specific to this assessment: *Demonstrate your ability to think critically by presenting well-reasoned arguments and making logical connections between ideas. Apply problem-solving skills relevant to the assignment topic. Identify and define the problem, analyse its components, and develop solutions or recommendations based on logical reasoning and evidence. Show your ability to think creatively and propose innovative approaches when appropriate.*

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice?

You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment: *Utilise different elements of business planning relevant to the assignment topic. Showcase your ability to apply these tools effectively to solve practical problems or analyse engineering systems. Explain the methodologies, assumptions, and limitations associated with the tools used. Offer practical recommendations or solutions based on your analysis and understanding of the subject matter. Demonstrate your ability to propose feasible and effective engineering strategies, designs, or improvements to address specific challenges or problems.*

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment: *Clearly communicate your ideas, analysis, and recommendations in a manner that is easily understandable to both technical and non-technical audiences. Use appropriate engineering terminology, visual aids (such as diagrams or charts), and concise explanations to convey your ideas effectively. Demonstrate strong written communication skills throughout your assignment. Ensure clarity, coherence, and proper grammar and spelling.*

Your exercise for developing a Business Plan should follow the guidelines (given below) as well:

- You should include a properly formatted Table of Contents, List of Tables/Figures in the beginning of your assignment.
- You should properly cite others' work within the body of your assignment (use Harvard referencing system) and provide a list of cited references at the end of your assignment. Copying and pasting a text from others' work is not acceptable. You should rephrase the text in a way that suits your needs.
- You should use "Arial" font size 12 and 1.5 spacing between lines. You will lose your marks if you did not use it.
- You may include appendices at the end of your assignment and refer to them in the body of your assignment when required.
- You should use heading and sub-headings in your assignment.

- *You should be very specific to include examples, if your examples are not relevant you will not be awarded any marks for it.*
- *You must pay a special attention to the “common assessment and marking criteria” on the page 5 of this document. This will be strictly followed in marking your assignments.*
- *A word limit of 1500 will also be strictly followed as not following this will affect your marks.*

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
<i>The marks will be awarded for your choice of selecting a suitable literature for developing different parts of your business plan. (e.g. Mission Statement, Key External Drivers, SWOT analysis, Marketing, Operations, Management, financial highlights)</i>	20	
2. Knowledge and Understanding Skills		
<i>The marks will be awarded for your approach to develop this “Business Plan Exercise”. It is encouraged you read Literature on developing different parts of a “Business Plan”.</i>	20	
3. Cognitive and Intellectual Skills		
<i>The marks will be awarded how well you develop and explain “Mission Statement and SWOT Analysis” and how do you extract useful information from the “Key external drivers”. It is also of a keen interest to see your ‘Operations’, ‘Marketing’, ‘Management’, ‘Financing’ parts with the literature.</i>	20	
4. Practical Application Skills		
<i>Demonstrate practical application based on your analysis and understanding of the subject matter. Demonstrate your ability to propose feasible and effective business strategies, designs, or improvements to address specific challenges or problems.</i>	20	
5. Transferable Skills for Life and Professional Practice		
<i>The quality of an exercise can be determined by various indicators such as structure of the report and academic writing along with formatting, referencing, the inclusion of diagrams, tabular data, graphs, flowcharts, well-structured report organisation, effective use of connectors, and clarity of information.</i>	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH

