

**Postgraduate Certificate
Teaching in Higher Education
(PGCert) Modules:**

**UNHE7008 Teaching in Higher
Education**

By Olubukola Adegbite (2019482)

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1.0. Introduction

It has been a satisfying experience since I commenced studying for Post Graduate Cert in Teaching in Higher Education (PgCert). I have reflected (still reflecting though) on how much I have learnt, contributed to students learning experience and in collaboration with colleagues either in team teachings and/or in sharing ideas on one-to-one basis. The guidance received from my programme director has been of immense help. In all, I have come to the realisation that impacting knowledge through quality teaching at Higher Education (HE) level cannot be done without personal development, reflections of methodologies deployed, learning (from) and share excellent ideas with colleagues. This is importantly relevant considering the impact of Covid-19 on teaching. This has made even teachers 'learners' of information technology (IT) skills with swift deployment of same in impacting knowledge.

This coursework captures the work I have done in:

- Designing, planning, and critically evaluating effective learning environments.
- Critically applying an extensive range of teaching and learning methods to support and enhance students learning.
- It showcases an increased range of self, peer and student monitoring and evaluation techniques.
- It depicts the analysis and assesses of my future development needs and prepared plan for my own continuing professional development.

The piece reflects a portfolio of work with discussion of series of teaching theories and their adoption in my teaching practices at University of Wales Trinity Saint David, (UWTSD) Birmingham Campus. Essentially, the portfolio is arranged as follows: a teaching intervention poster. This is followed by one teaching intervention cycle in the form of a reflective report mapped to UKPSF. Thirdly, reports of three teaching observations. Then, a reflective evaluation of three CPD events and evaluation of my professional development drive as evident in the PGCert programme. The piece also includes an analysis of my future developmental needs. In sum, the portfolio depicts my previous, present and future (through learning from the past and effort to keep improving as a career tutor) teaching at higher education level. It is about how I continuously apply pedagogical approaches to teaching in enhancing learners' experiences in all my teaching practices at HE.

1.1. Teaching Intervention Cycle Poster:

Using Case studies to Enhance Learning in Higher Education (Poster Format)

This section presents a teaching intervention (poster format) that I prepared and used in one of my teaching sessions which I also shared with colleagues teaching on the same modules at University of Wales Trinity Saint David, (UWTSD) Birmingham Campus. The teaching was based on Understanding Customer Engagement module – BMSW 5103. The module aims to equip students with marketing and customer service skills with ability to function as a marketing professional. It is therefore thought that the poster - use of case study will enhance the development of requisite skills and competences. The poster is presented below on the next page:

Use of Case Study in Higher Education: A Competence-Based Approach to Learning

Preamble:

Development of professional skills and competence demands a change in the pedagogical approach to delivering university curriculum/programme. The change should augment conventional teaching methods such as lecture notes, explanations, class exercise. Adopting teaching method(s) that could provide the training of future professionals with the requisite skills and competences is therefore desirable. Case study is a proven tool to enhance skills and competences development among learners hence its use in this intervention. It is hoped that learners will find it useful as a tool in acquiring requisite skills.



Aim:

- To enhance students' critical and analytical skills whilst analysing real life/work experience situations.
- To comprehensively improve/enrich students' knowledge and skills that prepare them for life in professional world.
- To enhance the development of students' professional competences establishing a productive effect on the formation of their professional competences.

Importance:

Use of case study constitute modern method of education aim at focusing on student's independent activity. It promotes flexible learning process where learners can learn in a comfortable rhythm. It fosters the development of self-learning settings and experiential and practical consideration in which students freely use their initiatives and take series of actions whilst studying classroom settings.

Why I use Case study in my teachings:

- It offers an interactive approach to learning.
- It encourages interests in the profession.
- It promotes the efficient acquisition of relevant teaching and learning materials.
- It fosters the formation of patterns of professional thinking and conduct.
- It fosters free expression and team spirit, highly motivated, strengthened, knowledgeable, learners,
- It enhances the development of complex competences to compete as a professional in real world situations.

Methodology:

Teacher finds and/or prepares relevant case study on the theme/concept that describes the situation. Teacher also extract questions from the case for students to critically think and extract the relevant solution form the case. Active participation of students in:

- familiarising with the situation, its content, and attributes;
- apportionment of the main problems, the factors and personalities that can really act,
- proffering solution concepts;
- evaluating the outcomes of the decision; and,
- choosing the best possible variant, forecasting outcomes, indication of the likely problems, processes, obstacle, and solutions.

As the teacher I provide students solution to the situations. It involves series of diagnostic methods: axiological, cause and effect, problem-based, conceptual, structural, practical, and other types of predictive analysis. The case I gave student in this intervention is Target



Outcomes:

Students were able to relate theory to praxis. They were able to contextualise taught concept of Target Market in real market situation. It was observed that students learn communally by reasoning collectively to understand the core concepts of the case, situation, problem and proffer likely solution. This immensely helped in building relevant marketing skills in area of assessing and winning potential consumers by focusing on the appropriate target market.

Figure 1.0: Poster demonstrating use of case studies in enhancing skills and competences.

2.0 Teaching Intervention Cycle in the Form of a Reflective Report Mapped to UKPSF

Here I discuss and reflect on innovative teaching approaches in HE and transitioning to online teaching:

2.1 Innovative Teaching Approaches in Higher Education

I teach various Business Management modules at UWTSD Birmingham Learning Centre, among these is SfWP (i.e., Certificate in Skills for the Workplace) at HE level. Other modules I teach include BMSW 4001 Employability and Academic Skills, BMSW 4002 Effective Team Working and Communication Skills and BMSW 4005 Professional Career Development. Students enrolled on this programme are in most instances adult learners who have left school for years. They are largely workers or small business owners with bundle of informal and/or undocumented experience as workers/managers in the workplace. These learners have seen and appreciated the importance of formal qualification at HE; hence their enrolment in UWSTD for formal qualification. These students are adult learners because they are returning to learning after years away (starting a family and/or working) from education. Although, they are not conventional students, these learners are committed to upskilling their skills; however, there are challenges in their cognitive skills and ability to engage meaningfully in academic discourse. They are distinct from conventional students who left high school straight into University. I observed that using instructional/teaching materials alone would be insufficient to impart knowledge. There are several techniques and application to innovative teaching. These are usually associated with students' behaviours, techniques, and approaches. Tutor's competency is often associated with innovative teaching delivery in higher education (HE) (Huda, et al, 2016; Anderson, 2008). Tutor's competency is of utmost importance, and it manifest in form of affective-motivational characteristics, cognitive abilities, mastery of teaching and learning contents, professional qualification, and adopted pedagogical approach, (Blömeke and Delaney, 2012; Huda, et al, 2016). This informs my decision to complete this qualification and HEA route – so as to consolidate on my teaching experience and competences. It has proved to be a rewarding exercise improving my teaching practices and increase in level of learners' engagement in classroom exercises as well.

According to Zhu et al., (2013), there are four (4) core competencies to deliver innovative teaching. They are innovative educational competency, innovative learning competence, and innovative technological competency and innovative social competency. These four (4) competencies are explained as follows:

Four (4) core competencies associated with delivery of innovative teaching has been identified in the literature (Zhu et al., 2013). These competencies are innovative educational

competency, innovative learning competence, and innovative technological competency and innovative social competency. These four (4) competencies are explained as follows:

According to Runesson and Runesson, (2015) innovative educational competency refers to the ability to incorporate course knowledge, apply relevant pedagogical approach, with the development of learning psychology to ensure learners' understanding of taught concepts. In virtual teaching contexts, innovative educational competency entails the ability of tutor(s) to effectively guide learners with motivation aim at generating active learning thereby facilitating online learning outcomes (Asyari et al., 2016).

This has immensely impacted positively on my teaching practices particularly during the last one year in which teaching were moved online due to Covid-19 lockdown. I was able to integrate module knowledge/concept with application of various interesting virtual activities to stimulate learning and virtual classroom engagement. For example, while I teach new concepts in BMSW 4005, I included class activities to test/gauge learners' understanding by asking them to complete real time tasks on the Moodle page. I also ask questions in class rewarding learners with virtual hand clap or high five emojis. These were some of the innovative approaches that I deployed, and learners enjoyed it as it triggered increased in learners' participation and learning experience.

As regards innovative learning competence, it is evident in improve means of sourcing relevant teaching materials, the knowledge on how tutors review course knowledge, resolve teaching and learning challenges through self-reflection and by using contents enhanced methodology to harness and apply novel knowledge (Soto Gómez et al., 2015). Similarly, the principal force behind innovative learning competence is in improving individual's tutor knowledge competencies, to ensure effective knowledge delivery to students. So also, the ability to retrieve verifiable data that can assist tutor in improving on innovative learning (Livingstone, 2012).

Innovative strategies in teaching largely relies on tutors - how they use instructional approaches while imparting knowledge. Deployment of innovative approaches should be evidence based. Innovative approaches to teaching can take the following form: (i) Appropriateness of selected technique and technology for teaching. (ii) Novel insight in the use of positive behaviour to support students learning. (iii). Techniques for winning learners with negative perception about schooling (iv) Strategies for reaching unmotivated students. (v). Special considerations in engaging disadvantaged students. (vi). Adoption of project-based learning techniques. (vii). Working with students in inclusive learning contexts such as community learning. (viii). Instructional practices for exceptional learners. (ix). Empowering learners to be creative and think critically. (x) inventive, bright, ready-to-deploy activities and practices for teacher.

As I teacher myself I consider these innovative strategies as building block to effecting impactful teaching experience among various categories of learners. These 'building blocks' are all encompassing in that it helps in gaining the trust and in engaging learners with diverse peculiarities such as disadvantaged students, learners with negative perception about studying at HE and those that need motivation to enhance their participation in learning. The diagram below illustrates these innovative strategies as 'building blocks' of impactful learning. This has been very useful in boosting my teaching practices in my various online teaching scenarios.

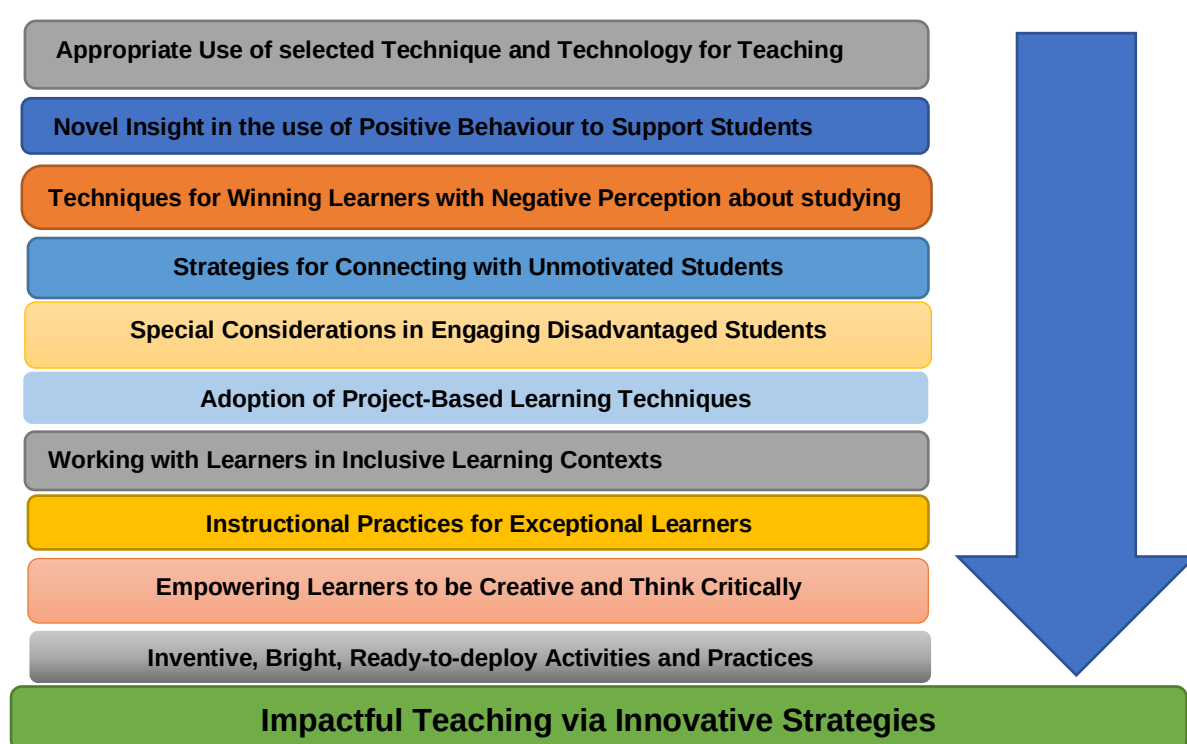


Figure 2.0. Impactful Teaching via Innovative Strategies

A potent tool that supports innovative teaching is Information Communication Technology - ICT (McPherson and Nunes, 2004). This tool has been instrumental to enhancing creative learning for cognitive abilities and learners' emotional characteristics (Anderson, 2008; McPherson and Nunes, 2004). ICT is intricately linked to innovative technological competency. Similarly, Lawless and Pellegrino, (2007) posit that innovative technological competency assist teachers in obtaining reliable and comprehensive educational materials retrieve from the internet (online sources) to facilitate teaching and learning activities. ICT as a tool involves process of data gathering source from range of data sources for effective deployment and/or its use in innovative teaching (Salleh, 2016). Furthermore, the role of technological competency in innovative teaching has been documented. It helps tutors in the

process of developing their students' learning abilities (Salleh, 2016; Zhu et al., 2013; Bates and Poole, 2003).

Beside technological competency, innovative social competence, is vital. It refers to the tutor's ability to communicate socially with learners from different backgrounds (Jeffrey and Craft, 2004). In online learning context, innovative social competence encompasses tutor's innovative skills in understanding/managing the social dimension of the digital nature of communication in which learners are inevitably unable to physically interact and express themselves. According to Runco, (2003) with innovative social competence, it helps in avoiding misrepresentation, confusion, miscommunication, conflict, frustration, and other challenging behaviour among learners in online learning context.

The importance of innovative teaching and adoption of ICT in teaching and learning in HE contexts is undisputable, particularly in these contemporary times. My teachings have improved immensely with increase students' engagement and satisfaction in learners' learning experience. Incorporating innovative strategies and leveraging on ICT have increased my 'touch' and connectivity with the students. Learners' performances and their academic progression did highlight the impact of adoption of these strategies in my teaching practices.

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2.2. Transitioning to Online Teaching and Learning

Like all sectors and business activities, teaching and learning at HE level had its fair share of impact during the peak of 2020 Covid-19 pandemic. Learning was abruptly moved online as a contingency measure. This was done to avoid total stop/pause in teaching and learning. The University's management decision was based on the fact that learning can continue in a safe atmosphere without risking the health and safety of both tutors and learners. While the University has a duty of care to organise teaching and learning in a conducive atmosphere; they also have a responsibility to comply with prevailing government advice/guidelines on Covid-19. Prior to moving the lectures online, learners were informed and asked if they would like to continue studying online or prefer to differ their studies. Many learner (over 98 per cent opted to continue learning online. Although it was a new experience to them, they are willing to continue learning virtually. In essence, due to the swiftness of transiting learning online; it was a new and unique learning experience to both tutors and learners. I found it a bit challenging and demanding with a mind to help my students achieve their educational goals. The transition to online learning happened mid-way into the January 2020 Term.

Students being adult learners with little IT knowledge struggled during the initial phase of virtual learning, but their sheer determination and willingness to succeed kept them going. They were highly motivated to the extent that they pull themselves together to ask questions, learn new skills in the use of IT for learning purposes. One of the ways they struggled was in connecting to Microsoft Teams for lectures and in accessing learning materials/resources. With ample support they gained confident with time and interacted quite well as they learn weekly. Thus, they were able to complete the term satisfactorily completing all modules and assignments.

As a tutor, I attended various sessions on how to teach online with the mind to offer excellent learning experience to learners in the virtual learning contexts. Although, prior to this time, I have taught in an online environment but not in an uncertain, unplanned scenario. Of note was the audience as well – adult learners with little IT knowledge. In order to ensure meaningful online engagement with learners, I redesigned the weekly teaching materials to suit online delivery. I incorporated series of online activities including adequate instructions to students on how to complete such tasks. Both individual and team task were prepared and given to learners. I adopted various approaches personally learnt from relevant literature. The motivation for this was to gain necessary competence in teaching adult learners with unique learning challenges to develop (i) motivate/stimulate learning in an online environment, (ii)

demonstrate confidence in teaching and triggering confidence in online engagement among learners (iii) teach/impart knowledge without comprising quality (iv) actively engage all learners with the use of different teaching approaches without leaving any learner out, irrespective of his/her difficulty to learn in unfamiliar learning terrain (Biggs, 2005; Murphy and Cifuentes, 2001; Ally 2008; Mezirow, 1991). The adopted approaches to teaching adult learners in online environment was rewarding. This helped them in learning and completing the term on a high and with confidence. Learners' individual grades were impressive. This could be in part because of my ability to quickly adjust to online teaching despite the peculiar nature of the term. The performance can also be attributed to students' ability to adjust, improve on their IT skills and willingness to learn in uncertain situation/new terrain.

2.2.1. Theories of Transformation in Online Learning

Mezirow (1991) posits that both constructivism and cognitivism approach explain how people learn. He construes learning as "the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience in order to guide future action" (p. 12). This is often referred to as Mezirow's theory of transformative learning. The concept involves transforming the attitudes, opinions, beliefs, and emotional reactions that form our meaning schemes in a reflective manner. Transformative learning comprises five interacting contexts namely (i) the frame of reference (or meaning perspective in which the learning is embedded), (ii) the conditions of communication, (iii) the line of action (process) in which the learning takes place, (iv) the self-image of the learner, and (v) the situation encountered during the learning process (p. 13).

Transformative learning has implications in Online Learning Context particularly when designing teaching materials for Online delivery. These implications are examined as follows: Tutors must be guided by the fact that learning ought to be an active process. Actively engaging learners to do/complete pragmatic tasks resulting in efficient processing, this in turn fosters the development of individual learner's understanding. Learners would need to utilise given knowledge in a pragmatic way through positive mechanism that enhances understanding and applicability of such knowledge. Rather than just relying solely on instructional materials; learners need to construct their own knowledge. Generally, construction of knowledge can be enhanced by well-designed interactive instructional materials suitable for online learning, as learners have to relate and learn with other learners and their tutor. In this way, the learning plan/delivery is determined by learner (Murphy and Cifuentes, 2001). In virtual learning environment (VLE), learners do engage straight-on with given information, as against receiving distilled information from a tutor with distinct approach or whose background may differ from learners'.

In VLE, empowering learners to determine the learning process is vital; they are given ample opportunity and time to reflect. Online learning requires time and learners would need moment

to think through before taught concepts can be internalized. Questions and activities designed alongside the teaching content can be deployed during the session help learners process information, reflect and engage in a productive way. Equally, to encourage the development of reflecting skills and processing of relevant information, learners can be tasked to produce learning logs.

For learners to construct knowledge, instructional materials should include relevant examples that can reinforce learning, this facilitates learners to interpret given information. Class activities, assessments and/or assignments should facilitate application of knowledge and taught concepts. This way, they appreciate learning as it becomes interesting and meaningful to learners.

Technology is very vital in Online teaching & learning as learners receive teaching materials through the appropriate technology, they process the given information, and thereafter personalize and contextualize it. Through the Online teaching transformation process, learners interact with the teaching content, with their peers and the tutor to absorb, challenge and/or confirm taught knowledge and apply same to real – life contexts. According to Garrison (1999) the design of the educational experience involves multiples factors. These are the transactional nature of the relationship between tutor, learners, and content which is important to the learning experience. Similarly, Ally (2008), argue that various forms of interaction will promote learning at different learning stages.

Online learning environment has its own challenges which requires learners to be motivated to engage and learn. Getting students motivated to learn is more vital than effective online materials, according to Ally (2008), learners will not learn, if they are not motivated. The challenge is therefore having to do with use of appropriate motivation i.e. use of intrinsic motivation (emanating from the learner) or extrinsic motivation (from tutor and/or performance driven). Malone, (1981) and Ally (2008) argue that use of intrinsic motivation approach is more appropriate to the designers of online learning materials. However, some learners are better motivated by externally driven strategies, hence, extrinsic motivation should also be deployed. In designing my online teaching and as a way of motivating learners, I adopt Keller's ARCS model. ARCS is an acronym that stands for attention, relevance, confidence, satisfaction for motivating learners whilst learning (Keller and Suzuki, 1988; Keller, 1983). In ARCS, *attention* highlights the learners' attention at the commencement of the teaching session and sustain it to the end of the lecture. This implies that an activity must be included in the online learning materials at the commencement of the learning session to actively get the attention of the learners. *Relevance* in ARCS bring to fore importance of lesson to learners and how taking their lectures seriously could benefit them. Relevance involves explaining to learners how they will benefit from partaking in lecture session and to apply learnt knowledge in real-life contexts. The ARCS – *relevance* helps learners to contextualise learning; thereby making it more

meaningful which results in sustained learners' interest throughout the entire lecture session. The next phase in the ARCS model is *confidence*. To achieve confidence in learning, tutor designs teaching materials for success by communicating lessons expectations to learner. Designing for success also involves arranging lessons from known to unknown, simple to complex subjects and adoption of a competency-based approach in which learners are encouraged to use various strategies to complete the lesson. Learners are told the lesson outcomes and are given continuous support to complete the lesson. The last phase in the ARCS model is *satisfaction*. This refers to the provision of feedback to learners and allow them to apply such knowledge to real – life contexts. Every learner is desirous to know his/her academic performance and would like to apply taught knowledge in real – life situation. In sum, my approach is learner-centred and aim to achieve optimum participation from learners, thus achieving effective online learning. My approach is also consistent with Ally's (2008) illustrative diagram as presented in figure 1 below. The approach has proved effective as learner's participation in online learning has been impressive despite the challenges of studying from home.

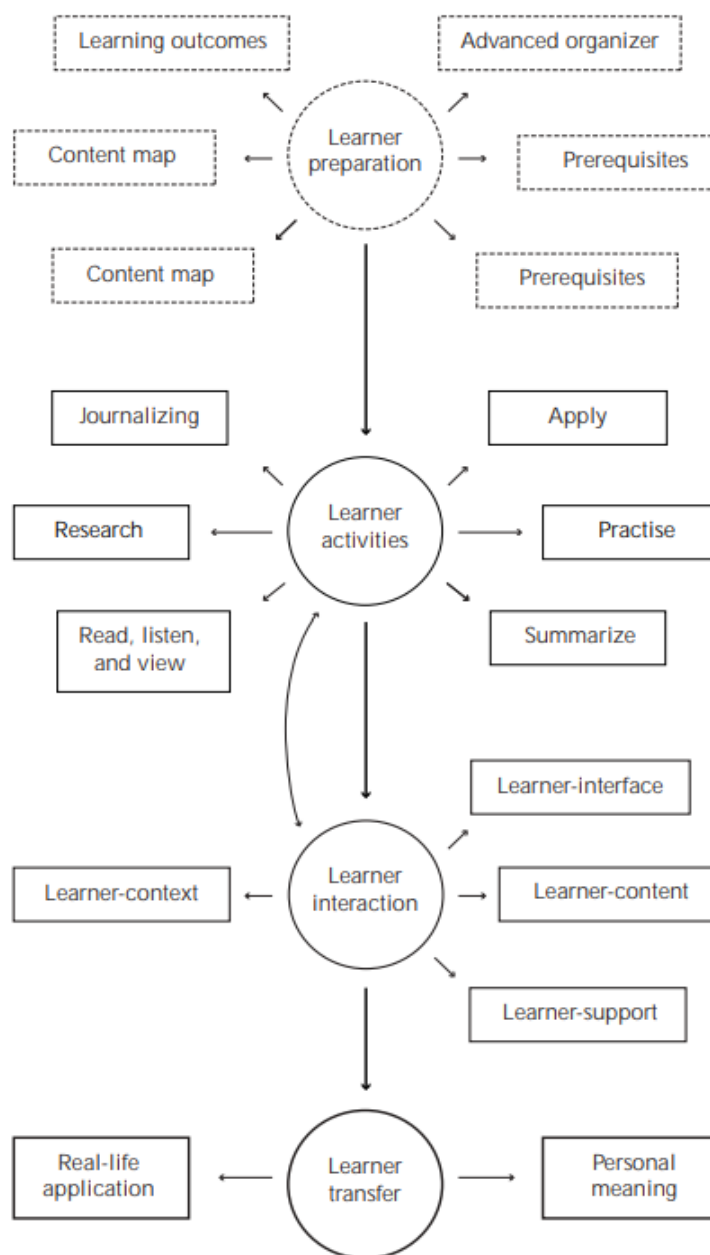


Figure 1-6.
Components
of effective online
learning.

Figure 1: Preparation of Online Learner's Centred Effective Learning Activities (Ally, 2008).

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3.0. Teaching Observations

Three (3) peer (teaching) observations documented by colleagues while I teach are presented below:

3.1. PGCert THE OBSERVATION Form 1

Professional Observed	Olubukola Adegbite	Date	14/06/21
Observer	Dale Clarke	Attendees No.	18
Programme Title	Professional Career Development	Programme level	4
Venue	Online	Duration	4hrs
MODULE AIMS /LEARNING OUTCOMES			
To help students: - Understand the skills and knowledge needed for working effectively. - Demonstrate readiness for employability and personal advancement through an understanding of personal strengths and areas for further development. - Establish employment goals and develop a personal action plan.			
TEACHING CHARACTERISTICS <i>[Preparation, selection and organisation of content. Choice of teaching/learning strategies/ methods]</i>			
The lecture was centred on self – awareness/improving Self - Awareness Learning aims/objectives were clearly defined. It covers - The concept of <u>self-awareness</u> - Explore <u>how to improve</u> self-awareness - Investigate some <u>tools</u> available for improving self-awareness. Aim and objectives was highlighted to students teaching materials and class activities were provided for the students These helped achieving the learning objective. Good interaction from students.			
PRESENTATION <i>[Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to subject matter. Use of appropriate reinforcement. Ending the session - summary, future work etc.]</i>			
Ade warmly welcomed the students and clearly read out classroom code of conduct and the scope of the lecture with well-designed teaching slides. She tested students' prior knowledge of the theme of discussion. Ade motivated every student to participate in class discussion. This encouraged wider participation among the students. Various class activities were used to reinforced learning. Class was ended with take homework and brief highlight of next lesson.			
TECHNIQUE AND AIDS <i>[General apparatus - board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.]</i>			
Teaching slides, class expectations from the students, relevant educational videos, class activities and question and answer.			

STUDENT RESPONSES [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.]	
The session was very interactive and engaging. Good contribution from students. Questions were well addressed; Ade should ensure to give each student equal opportunity to contribute. She should guide against some set of students taking the shine during class discussions.	
GENERAL [Was effective communication achieved? Was there good student - teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning method]	
The session was very engaging, learners' confidence and ability to adapt to online learning have been enhanced through Ade's community learning approach to online teaching. This really helped the tutor to achieve the learning objectives. To further support the online learners, Ade created online chat rooms on MS Team to enhance students learning experiences. However, few learners could not engage well perhaps due to poor IT network. Overall, it was a very good engagement between tutor and learners.	
EXAMPLES OF GOOD PRACTICE ▪ <i>Excellent interaction with students.</i> ▪ <i>Teaching slides were well presented</i> ▪ <i>Monitoring student's attendance, register was taken at the start, middle and at the end of the lecture.</i>	
DEVELOPMENT AREAS/ACTION POINTS <i>Students need to engage more so as to benefit maximally in class. They need to ask questions as they are entitled to it.</i> <i>I observed that some students have issues with their network and there was time lag. Students with such challenge may be advised to off their video camera, this may help improve their network challenge.</i>	
Observer (Name) Dale Clarke	Date 14/06/21
Observer (Name) Olubukola Adegbite	Date 14/06/21

3.2 PGCERT THE OBSERVATION FORM 2

Professional Observed	Olubukola Adegbite	Date	11/10/21
Observer	Yohan Mendis	Attendees No.	20
Programme Title	Cert. HE SfWP Module: Professional Career Devt.	Programme level	4
Venue	Online/Classroom	Duration	4hrs
MODULE AIMS /LEARNING OUTCOMES			
To help students: ▪ To introduce students to strategies for personal reflection and career development planning ▪ To consider appropriate strategies that need to be used ▪ To demonstrate readiness for employability and personal advancement through an understanding of personal strengths and areas for further development. ▪ Establish employment goals and develop a personal action plan.			
TEACHING CHARACTERISTICS <i>[Preparation, selection and organisation of content. Choice of teaching/learning strategies/ methods]</i>			
The topic covered the followings: ▪ Exploring employment opportunity ▪ Key points to consider when exploring employment opportunities. ▪ Consider appropriate strategies to be used in exploring employment opportunities Learning aims/objectives were clearly stated a prior to teaching Teaching slides and class activities were made available for the learners. They were designed to help learners achieve learning outcomes. The teaching approach adopted was suitable for level 4 students, Ade set class expectations, encouraged student participation and explained she would welcome questions from students during and after the lecture. The teaching was essentially interactive with active participation of learners in the learning process.			
PRESENTATION <i>[Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to subject matter. Use of appropriate reinforcement. Ending the session - summary, future work etc.]</i>			
Tutor maintained excellent communication from the start. After welcoming the students, she reminded learners of class expectations, and topic of discussion in today's lecture. She tested students' prior knowledge of the theme of discussion. Ade encouraged learners to listen attentively and participate in class discussion. Learners heeded to the advice. They listened and asked relevant questions on strategies to explore employment opportunities.			

TECHNIQUE AND AIDS [General apparatus - board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.]	
Teaching slides, class code of conduct, relevant educational videos, class activities and question and answer.	
STUDENT RESPONSES [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>The session was very interactive and engaging. Very good and positive contribution from students. Questions were adequately answered. Tutor needs to provide more practical examples that could aid students learning.</i>	
GENERAL [Was effective communication achieved? Was there good student - teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning method]	
The session was very interactive, learners were very attentive, perhaps due to the tutor's excellent communication skills and the topic of discussion. Ade's constructive approach to teaching & learning was great. This really helped the tutor to achieve the learning objectives. To further support the learner, Ade signposted students to the relevant desks for help and support. Emphasis was made on how students could get extra support from academic support teams. This was commendable.	
EXAMPLES OF GOOD PRACTICE ▪ <i>Very good interaction with students.</i> ▪ <i>Well thought-out teaching slides.</i> ▪ Monitoring student's attendance, register was taken at the start and at the end of the lecture. ▪ Students were called upon during the lecture to contribute, Ade did this as part of attendance monitoring.	
DEVELOPMENT AREAS/ACTION POINTS <i>Students should be shown practical examples and more resources that could aid them explore employment opportunities.</i> <i>It was a great delivery effort with learners eager to know what steps they need to take and strategies to use to get a suitable job and type of job they can get with their level 4 certificate Overall, Ade need to continue helping the students as she has been doing.</i>	
Observer (Name) Yohan Mendis	Date 11/10/21
Oberservee (Name) Olubukola Adegbite	Date 11/10/21
REFLECTIVE REPORT <i>The feedback was encouraging as it highlights my adopted good practices to teaching. I will continue to actively engage my students in the learning process. In addition to signposting students to relevant support. I do invite Career Advisor to class for 10 -15 minutes talk with the students. This has further improved student learning experience. I will continue to offer more support for learners in any way, I can.</i>	

3.3 PGCERT THE OBSERVATION FORM 3

Professional Observed	Olubukola Adegbite	Date	05/10/21
Observer	Ernest Ovia	Attendees No.	30
Programme Title	BA BM Module: Understanding and Engaging in Customer Experience.	Programme level	5
Venue	Online/Classroom	Duration	4hrs
MODULE AIMS /LEARNING OUTCOMES			
To help students: Evidence a critical understanding of quality process in the workplace Analyse the customers' experience of an organisation. Critically evaluate the benefits and challenges of developing and maintaining good customer relationships			
TEACHING CHARACTERISTICS [<i>Preparation, selection and organisation of content. Choice of teaching/learning strategies/ methods</i>]			
The topic covered the followings: Definitions of customer experience including its importance. Links between customer experience and other key themes such as customer relationship management (CRM), relationship marketing, customer centricity, customer value, customer expectations, buyer-seller relationships etc. Learning aims/objectives were clearly stated a prior to teaching Ade welcomed all learners and tested their existing knowledge of the topic. Students' responses were very encouraging. The teaching approach fits level 5 students. The teaching session was lively, and the ambience supported active learning.			
PRESENTATION [<i>Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to subject matter. Use of appropriate reinforcement. Ending the session - summary, future work etc.</i>]			
The lecturer established from the onset scope and aims of the module. She was very good at facilitating students' discussion and bringing out students' prior knowledge of the topic. Tutor demonstrated good student engagement skills and the session was ended with link to the following week topic. Going forward the tutor needs to be cautious of time.			
TECHNIQUE AND AIDS [General apparatus - board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.]			
Teaching slides, Case studies, class code of conduct, relevant educational videos, class activities and quizzes.			
STUDENT RESPONSES [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.]			

Ade maintained a very relaxed and engaging session, very good contribution from the students. Tutor needs to engage the online learners more it seems the online students were not very active. They need to engage through their chat box if they are having problems with their microphone as some of them indicated

GENERAL [Was effective communication achieved? Was there good student - teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning method]

Overall, the session was very productive and fulfilling. Communication and engagement with students were excellent. The teaching slides were appropriate for level 5

EXAMPLES OF GOOD PRACTICE

- *Exceptional interpersonal skills.*
- *Well thought-out teaching slides, case studies*
- *Monitoring student's attendance, register was taken at the start and at the end of the lecture.*

DEVELOPMENT AREAS/ACTION POINTS

Students need to participate in all given exercise to develop their team working skills. Ade should continue to support students' learning as she has been doing. online students need to be given further attention

Observer (Name) Ernest Ovia

Date 05/10/21

Observee (Name) Olubukola Adegbite

Date 05/10/21

REFLECTIVE REPORT *The feedback reflects my teaching practices and how I am impacting the students positively. I will ensure all students engaging actively in class exercises.*

4.0. CPD - Continuing Professional Development Logs

The CPD activities highlighted and discussed below explained some of my transitioning to a University teacher. These trainings and development exercises have help build my confidence in teaching at HE level and in managing various students' expectations.

4.1. CPD 1: Supporting Academic Integrity Through Innovative Assessment Practice

Facilitators: John Deane, Assistant Dean and Caroline Lewis, Assistant Academic Director, UWTSD. Organiser: UWTSD Nexus Conference

Type: Virtual Conference delivered through MS Teams

Date 01/07/2021

Preamble

- Definition of academic integrity
- Types of academic misconducts
- Curbing academic misbehaviour.
- Developing innovative assessment practice

Academic integrity refers to intellectual misbehaviour and unethical practices exhibited by learners with a view to undermine the sanctity of learning and acquisition of degrees in higher education. It is also called academic misconduct. It involves series of unethical behaviour in form of plagiarism. This is defined as the act of academic theft – using other people words/ideas in one own work without recognising/giving credit to the original author. This is fast becoming a problem in the higher institutions of learning. It is partly believed that it is common among some categories of learners from certain region of Europe and Asia. However, irrespective of the held view academic integrity should be frown at and penalised when discovered.

Institutions and tutors must set in place appropriate mechanism to prevent incident of academic misconduct and prompt investigation of any identified case of academic dishonesty. The University policies and procedures usually spelt out how to handle such incident. Tutors are advised to familiarise themselves with the University handbook with focus on the academic misconduct policy. Specifically, page 2 section 3 of the policy defines academic misconduct as “any action by a student which gives or has the potential to give an unfair advantage in an examination or assessment or might assist someone else to gain an unfair advantage, or any activity likely to undermine the integrity essential to scholarship and research”.

These actions may include plagiarism – student presenting someone else's ideas as if they are his own. Other examples are self-plagiarism, collusion, data falsification and false authorship. Self-plagiarism is the practice of submitting same work that the student has previously submitted for another assessment. Clearly such practice is not permitted. Collusion refers to the conduct of working with someone else on an assessment which is intended to be

the student's own work and leads to the work being submitted that is substantially different from what they originally wrote. Falsifying data this may be giving false evidence or experimental results. False authorship occurs an individual completes work for a student who then submits it as their own, this may include (but not limited to) impersonating another student in relation to an assessment and organising for individual to impersonate a student in relation to an assessment.

UWTSD as a University frown and discourages such practices among students. The session highlighted national context for academic integrity which every tutor and student must adhere to. While investigating cases of academic misconduct, students must be given fair opportunity to present and defend their cases. Each case need be adjudged on its own merit, following the laid down procedures in the policy document.

Innovative assessment from the perspective of sector agencies such as Advance HE and the QAA was also discussed. The facilitators provided specific examples of innovation in educational assessment drawn from across the higher education sector. Examples suggested are use of learning logs, assessing students on self-recoded presentations on a given concept. It helps to showcase how assessment is being used within a range of discipline areas in creative and meaningful ways to support academic integrity and stimulate student engagement. I plan to reiterate the consequences of students' involvement in act of academic misconducts during start of term and reminding them as often as possible term. Preventing academic conduct should be preferred to involving and get penalised for engaging in such practice.

4.2. CPD 2: The Hybrid Classroom: How to Engage Students to Promote Individual and Collective Learning

Facilitator: Alexandra Sedlovskaya, Associate Director, Christensen Center for Teaching and Learning, Harvard Business School

Type: Webinar, Organiser: Harvard Business Publishing.

Date: 09/09/2021

Preamble:

The webinar seeks to:

- Define the hybrid classroom
- Strategies of engaging students.

Hybrid classroom is a model in which some students join class in persons while others join remotely, and others watch class recordings on demand. Being able to join class through different means, help bring diversity and rich experiences and perspectives to learning. Hybrid classroom brings to fore another diversity to learning – how are the students engaging or learning in hybrid classroom setting.

Strategies of engaging students in a way we can learn together (– both tutors and learners alike) from each other and with each other. Students are seen as individuals and active members of learning community.

Prior to course start date

Reach out to students with a welcome email. Specifically welcome them to “*our course...*” Encourage them to email you introducing themselves. They can tell you about themselves, backgrounds and names, interests, why are they taking this course and/or should they have queries. You can ask them reason(s) why taken the course irrespective if it is a mandatory course, you may be shocked to receive interest responses! They can also tell you about their objectives on the course. Respond with a short but personalised note. Although, this may be challenging if and while teaching large classes, however, it helps tutor build connections and trigger interest in the course. It motivates them as they are being seen as individual learners. It also prepares them to contribute as collective learners. It enables tutors to learn about their students even before meeting them.

First day of class

Welcome learners verbally and non-verbally. State norms and expectations (aspirations and transparent). Highlight importance of inclusive practices through active participation, adhering to instructions and in use of boards/slides. Asking question that interest and challenge student intellectual capacity. Look into the camera which is your eye contact to connect with your students. Although, some of them may be joining virtually, by focusing on the camera you can ‘feel’ their presence, attending and listening to you as you teach along. Eye contact can go a long way to improve students’ attention and engagement. You can prepare the mind of students not to panic should the technology develops problem(s). The class that troubleshoots technology problem together stays together. Experience has shown that technology malfunction during online triggers series of learning. Not only learning about fixing the problem but also loads of creativity emerges. Relationship mental modelling also emerges from such incident. Such incident also fosters inclusive participation. Early into the lecture, it is advised that you call a learner joining remotely to participate in class discussion with those joining in person contributing as well. This is to signal a united learning community. Indicate to students while changing slides, and/or performing other activities this is to sustain class engagement and connectedness. You may as well be patient with those joining remotely due to lag time as they participate and/or carry out given activities. Be explicit as possible while given instruction. Encourage students to engage with each other through different ways e.g. chatting, texting, etc.

Outside of class

Immediate before or after class. Learning never stops. Encourage them to keep conversation going. They can comment of the chat box as they reflect on the lecture. Asynchronous

assignments. This can be in form of weekly reflections. You can give learners details of your office hours and make optional group sessions for continue discussion available.

I particularly welcome the itemised strategies of engagement in hybrid learning setting. I have and will continue to adopt them in my teaching practices as it facilitates active individual and collective learning environment. This in turn help in enhancing students' learning experience.

4.3. CPD 3: Designing Engaging Learning Experiences for Undergraduates

Facilitator: Professor Michael Roberto.

CPD Type: Webinar & Organiser: Harvard Business Publishing.

Date: 17/09/2021

Preamble:

- The webinar aims to help reduces/eradicate the challenges of:
- Lack of undergraduate students' engagement with the teaching materials.
- Creating an excellent ambience classroom experience that support learning.
- Designing and creating teaching materials that fosters lasting learning experiences for undergraduate students.

The facilitator stressed the importance of pre-understanding learners prior to starting teaching materials. According to him, this helps tutors in designing most appropriate teaching materials and relevant case studies. Existing research and survey show that undergraduate students spend just over 3 hours per week, preparing, studying. They have little use of retrieval practice and other use of effective study strategies. They struggle with breaking down complex assignment into manageable chunks. For these students grades are often primary motivator. They have none or very limited experience in their field and are not sure about the future.

In contrast, post graduate students have well developed study habit. They are self-motivated, with ability to plan and organise longer-term projects independently. Extensive and diverse life/work experiences. In depth analysis of personal and professional goals.

As a tutor. These are some of the strategies to deploy to create an engaging learning experience at undergraduate level. Learning and in-depth digging into few courses content should be preferred to miles wide. Avoid materials that support inadequate active and experiential learning, limited opportunity for practice. Avoid flexible structure and deadlines – do not change deadlines and work structure it puts students off. Lack of immediate deliverables do not support students' engagement.

Think more about what you intend to accomplish, you can limit the scope and focus on depth as against broadness of work. Your teaching plan and design should help students plan out their work schedule for the term. Create and design the materials such that you can engage and involve with the students in areas of problem – solving in practice.

Selecting materials: timely, compelling, and relevant. Prioritize on using case studies that help achieved your learning objectives. You use historical and compelling materials as well. While

the teaching materials should be aimed at achieving the learning outcomes, they should be interesting and engaging in nature to foster students interests in learning.

Having a great learning experience requires active students' preparation as well. Hence, the materials should intrinsically motivate students to prepare ahead. Have a clear structure - give them a map. In giving students a road map of concepts to study, keep it simple. Preferably use plain English architecture. The use of what, why, how may help in structuring the intended concepts to be taught. Remind them along the way where you are on the map. Clear structure should also include topics, deadlines and signposting to the relevant professional support or university resource bank.

Prepare students for active class engagement and learning: you can ask them to write their understanding of a particular topic on a sheet of paper. Or who has read the materials before the commencement of the class? This help instil accountability in them. Listen to the students, know what they are struggling with, so as to proffer necessary help and support their learning in the right way. You may have a teaching plan but do not be too rigid to stick to your plan be sensitive to how your students are learning.

There were some great insights that emerged from the webinar. I will endeavour to make teaching materials at undergraduate levels more learner-centred by simplifying concepts into simple English and by giving my students clear structure and road map of the teaching content. This is to stimulate their interest in learning without assuming and/or expecting too much from the learners.

5.0. Brief Assessment of My Professional Development Throughout the Programme & An Analysis of Future Developmental Needs

Using Gibbs' reflective cycle, I would like to reflect on my time starting and completing this programme in this section. Before starting the PgCert Programme, I had a moment of personal struggle as I think will it be a good idea or waste of time? The struggle was borne out of genuine consideration for time to study and/or complete the Programme. I considered combining various roles and responsibilities - as a tutor, mother and wife; this has been very challenging to me. Adding extra pressure on by starting a PgCert HE Programme was therefore overwhelming and looks insurmountable. However, with the support of my family and tutor I was able to complete it! Overall, it was one of the best decisions I have ever taken in my professional life. I have developed key insights from the UKPSF framework that has had immediate positive impact on my teaching and efforts in area of students' learning experience. Student engagement. I have learned that I should do all I can to promote student engagement and enhance learners' learning experience in all my teachings. Adopting innovation and creativity in teaching and preparation of teaching materials has helped me in achieving this.

Learning from peers. I have also learned from my colleagues during peer – observation. It has helped me build on my good teaching practices and in mastering art of excellent tutoring that is learners' centred. I have seen some of my weak areas and I have been improving on it. One of them is the need to be more patient with learners as instructions take time to assimilate. Likewise, teaching in an online/hybrid classroom setting also calls for more understanding with the students as technology may be an hinderance to learning in some instances.

Understanding and adoption of teaching theories to boost my professionalism. I have gained and my teaching practice has benefited from the works/theories of Piaget and Vygotsky. I gained that their works (Piaget, 1983; Vygotsky, 1986) form the basis of numerous approaches in constructive teaching practices; particularly as it relates to techniques use in teaching & learning, including collaborative learning.

Learning from world class webinars. Attending and watching the webinar recordings has in small way broadened my experience in designing for productive students' engagement in in-person, remote/online and in hybrid classroom setting. I learnt that designing teaching materials for undergraduate learners requires more simplicity and creativity in the planning, designing and dissemination of knowledge. This is particularly important so as to give stimulate learners' interest in the course and to help them develop robust studying habit for future academic progression and success.

Future development. My teaching has also been immensely influenced by Mezirow's theory of transformative learning. In accordance to Mezirow's (1991) postulation I construe learning as the practice of utilising previous interpretation to understand a novel or revised interpretation of the meaning of one's experience with a view to midwife future actions.

I understand that learning could be dynamic and with the increased use of technology in teaching & learning. There is need to continuously observe, learn, engage, and participate in pedagogical activities not only to promote learners' experience but also to uplift the teaching practice and encourage today's learners to join teaching practice as well. Active participation in academic activities could be highly rewarding to both learners and tutors. While on this programme, I have seen myself build strong commitment in contributing to learners' academic success. I feel a sense of satisfaction and fulfilment when I see my students passing their courses/programmes with flying colours. It is a good feeling to be part of learners' developmental process and actually seeing them successful. I have been a better tutor by completing this programme. I hope to keep 'educating' myself in various ways – reflecting, reviewing and reinvigorating my teaching practices, attending organised teaching webinars/trainings and in impacting lives positively through the power of education at the tertiary level among others.

References:

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6.0. Record of My Teaching Hours November 2020 – March 2021



University of Wales
Trinity Saint David
BIRMINGHAM

To whom it may concern,

I am writing to confirm that Olubukola Adegbite (Ade) completed 175.75 hours of teaching between November 2020 and March 2021 at UWTSD Birmingham.

Please find enclosed a breakdown of these confirmed hours.

Yours Faithfully,

A handwritten signature in black ink, appearing to be 'RW'.

Rebecca Ward Bsc(Hons), PGCE, MSc

Operational and Business Development Manager

Birmingham Learning Centre

Phone: 0121 229 3024

Email: r.ward@uwtsd.ac.uk



Date	Description of work undertaken	Hours worked
02-Nov-20	BMSW 4005 Cohort 2 Group 8	4
02-Nov-20	BMSW 4005 Cohort 7 Group 2	4
03-Nov-20	Cover for BMSW4005 Cohort 7 Group 6	4
04-Nov-20	BMSW 4005 Cohort 7 Group 3	4
05-Nov-20	BMSW 4005 Cohort 2 Group 5	4
09-Nov-20	BMSW 4005 Cohort 2 Group 8	4
09-Nov-20	BMSW 4005 Cohort 7 Group 2	4
11-Nov-20	BMSW 4005 Cohort 7 Group 3	4
12-Nov-20	BMSW 4005 Cohort 2 Group 5	4
16-Nov-20	BMSW 4005 Cohort 2 Group 8	4
16-Nov-20	BMSW 4005 Cohort 7 Group 2	4
18-Nov-20	BMSW 4005 Cohort 7 Group 3	4
19-Nov-20	BMSW 4005 Cohort 2 Group 5	4
Total		52

Date	Description of work undertaken	Hours worked
01-Feb-21	BMSW 4001 Cohort 5 Group 1	4
01-Feb-21	BMSW 4005 Cohort 8 Group 3	4
02-Feb-21	BMSW 4001 Cohort 10, Group 7	4
02-Feb-21	BMSW 4005 Cohort 8 Group 5	4
08-Feb-21	BMSW 4001 Cohort 5 Group 1	4
08-Feb-21	BMSW 4005 Cohort 8 Group 3	4
09-Feb-21	BMSW 4001 Cohort 10 Group 7	4
09-Feb-21	BMSW 4005 Cohort 8 Group 5	4
15-Feb-21	BMSW 4001 Cohort 5 Group 1	4
16-Feb-21	BMSW 4005 Cohort 8 Group 3	4
16-Feb-21	BMSW 4001 Cohort 10 Group 7	4
22-Feb-21	BMSW 4005 Cohort 8 Group 5	4
22-Feb-21	BMSW 4001 Cohort 5 Group 1	4
23-Feb-21	BMSW 4005 Cohort 8 Group 3	4
23-Feb-21	BMSW 4001 Cohort 10 Group 7	4
Total		60



Date	Description of work undertaken	Hours worked
01-Mar-21	BMSW 4001	3.75
01-Mar-21	BMSW 4005	3.75
02-Mar-21	BMSW 4001	3.75
02-Mar-21	BMSW 4005	3.75
08-Mar-21	BMSW 4001	3.75
08-Mar-21	BMSW 4005	3.75
09-Mar-21	BMSW 4001	3.75
09-Mar-21	BMSW 4005	3.75
15-Mar-21	BMSW 4001	3.75
15-Mar-21	BMSW 4005	3.75
16-Mar-21	BMSW 4001	3.75
16-Mar-21	BMSW 4005	3.75
22-Mar-21	BMSW 4001	3.75
22-Mar-21	BMSW 4005	3.75
23-Mar-21	BMSW 4001	3.75
23-Mar-21	BMSW 4005	3.75
29-Mar-21	BMSW 4001	3.75
Total		63.75