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1.0 Introduction

This professional observation report was completed as part of the ECPT6003 module assignment requirements — a critical reflection on 6 hours of professional observation within the post-16 sector — and to support the ongoing development of my professional reflective practice.

To comply with GDPR and ensure confidentiality, the true identities of tutors will be anonymised — pseudonyms such as Lecturer 1, Lecturer 2, etc., will be used instead of actual names.

The professionals in the post-16 education sector were observed at the University of Wales Trinity Saint David (UWTSD), delivering lectures on business management subjects to Level 4-7 domestic and international students. I chose UWTSD and business-related topics because it is my alma mater, where I completed both my bachelor's and master's degrees in management and leadership.

The observation took place in the lecture rooms and computer classrooms at the IQ and Dynevor campuses, with class sizes ranging from 12 to 40 adult learners, depending on the course and location. All sessions were conducted face-to-face and in class. Learners had varied abilities, different levels of prior knowledge, and diverse cultural and ethnic backgrounds.

To gain a maximal exposure to various teaching styles, I recorded 26 hours of observation, observing five professional tutors in different settings. The rationale for exceeding the minimum requirement of 6 hours is apparent: additional hours offer valuable professional experience, providing reflective practice and comprehensive insights that I can utilise in my own teaching practices as a part of my Continuing Professional Development (CPD) (CIPD, 2025).

In this report, I will critically analyse the observed professionals, their teaching styles, strategies, and techniques, highlighting authentic and personal approaches that most influenced me as a PCET trainee. I aspire to adopt the best practices in my professional practice as a teacher.

To meet my objectives, I did not use any quantitative observation instruments or models such as CLASS or ICALT (O'Leary, 2020, pp. 70–82). Instead, since my focus was on professional growth rather than formal evaluation of lecturers, I adopted a qualitative, semi-structured observation approach with a set of pre-established categories. Notes were recorded within these categories in the Teaching Observation Forms (TOFs), aligning observed practices with identified knowledge and skills gaps for my personal development and mapping them to Welsh professional standards (Welsh Government, 2023a).

In accordance with the assignment requirements, all the TOFs are included in the Appendices section of this report for review.

I will utilise Driscoll's model of reflection (Greene, 2024) to assess my own and the observed lecturers' teaching practices, and to set targets for my professional development.

2.0 Overview of Observations

As aforementioned, five experienced teaching practitioners from different levels were observed to support my learning progress. The teaching subjects included: Managing Marketing Change (L7), Finance for Business Managers (L7), Employability Skills for the Workplace (L4), and Digital Skills for Personal and Professional Growth (L4). The knowledge gap between Level 4 and Level 7 students is significant, underscoring the need to adapt teaching strategies and methods to meet their distinct learning needs, as observed during the observations.

For instance, the Level 4 (Certificate of Higher Education) teaching objectives focused on developing fundamental knowledge and practical skills, as well as explaining basic entry-level concepts. As observed, Lecturers 3, 4, and 5 primarily centred their teaching strategies on introducing core concepts and supporting learners in applying knowledge immediately in a structured classroom setting, ensuring the required cognitive demand for this level was met. The teaching strategy was consistent across all three lecturers. It was appropriate for the group size (up to 14 students) and the learning objectives, transitioning between lecture, demonstration, video, discussion, and question-and-answer segments throughout the teaching session.

The analytical components, such as deep diving into the conceptual intricacies, were limited in the teaching sessions, which was appropriate for the level 4 students' knowledge level.

Their teaching style was straightforward, with clear guidance and well-structured tasks to facilitate effective knowledge transmission. They used formative assessments during the lecture to gradually build on students' knowledge. This scaffolding approach (Sawyer, 2022, pp. 53–71) has been proven highly effective for L4 learners and aligns well with the first three stages of The Conscious Competence Learning Model (Cardoso, 2021).

In contrast, Level 7 teaching (MBA) focused on advanced theoretical frameworks, critical analysis, and emphasised independent learning. I observed a much higher cognitive demand from L7 students (Parrish and Bryd, 2022). Learners were expected to synthesise complex ideas, evaluate evidence from the case studies, and generate original insights from the financial statements. The learner autonomy level was also much higher, with clear expectations to take ownership of their learning process (Macaskill and Taylor, 2010).

Although the teaching strategies were similar, the teaching approaches differed. Tutors asked open-ended, catalytic questions to initiate critical thinking and support thoughtful discussion (Tractenberg, 2025). The ample use of relevant business and organisational examples and case studies positively impacted students' engagement. Tutors confidently created a safe and controlled environment with clear rules when using a debate teaching strategy, guiding the debate flow with professional precision (Sheffield Hallam University, 2025). At Level 7, I observe a noticeable shift in teaching strategies towards facilitating critical engagement compared to Level 4.

Notably, all the observed lecturers demonstrated a unified approach despite differences in the academic levels they teach. They used the best pedagogical practices suitable for their students' needs and teaching settings. This standardisation in teaching may be due to nearly all the observed tutors having completed the PCET course at UWTSD. However, the tutors' personal traits and experiences also significantly influence teaching outcomes, as observed in Level 7 lectures.

3.0 Critical Analysis of Observed Practice

3.1 Lesson Planning and Delivery

According to Reece and Walker (2007a, pp. 258–270), the lesson design must always revolve around the student. Starting and finishing with student needs and learning outcomes in mind.

Therefore, a good rule of thumb and starting point for any planning is to identify the expected entry behaviour, which involves considering students' existing knowledge levels to prevent instructional mismatch. Effective communication must also be regarded — between the teacher and students, as well as between students. Multiple channels of two-way communication for different purposes must be established, ensuring everyone stays up to date and is not left behind (Weheba and Abd El Kader, 2007).

Teaching resources and settings can influence the lesson plan, shaping its design based on their availability, the auditorium type, and the students' headcount (Rands and Gansemer-Topf, 2017). Therefore, the lesson content and objectives depend on students' entry behaviour, wherein teaching strategies and the variety of activities depend on available resources and equipment.

Tutors' personalities and teaching styles (Kim, Jörg and Klassen, 2019) can dictate their approach to the lesson plan and its delivery. However, despite this human factor and differences in delivery, the lesson must always be carefully planned to ensure that teaching occurs, and the required students' competencies are attained (Van Diggele, Burgess and Mellis, 2020).

All the observed teaching professionals followed the common three stages of the lesson plan — Introduction, Development, and Conclusion (Li, 2024). They used a mix of teaching strategies, predominantly lecture, discussion, video, Q&A, debates, and workshops, to achieve the intended learning outcomes (Raven, 2021).

The Introduction section was structured to inform students about the lesson subject, providing clarity at the start of the lecture. Notably, in this section, before presenting the objectives, tutors always start with a recap question on the previous topics, assess entry behaviour by asking about the teaching topic, and emphasise the topic's practical importance (Reece and Walker, 2007b, p. 260).

The concluding section is also evidently standardised through the tutors' teaching practice, starting with the revision of learning objectives, knowledge assessment through Q&A, and suggestions for the practical application of the learned subject.

3.2 Differentiation and Inclusion

Indeed, every teaching session and all included activities must be designed with consideration for learners who may have special needs or learning difficulties. This principle is underpinned by the Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (Department for Education, 2024), which requires all post-16 education providers to ensure high-quality, differentiated, and inclusive teaching. Sector frameworks from Advance HE (2025) and the Hubbard, Gawthorpe, and Senior Fellows (2024) reinforce that inclusive design should be embedded in curriculum planning to ensure accessibility for all learners. Similarly,

education.gov.uk (2017) highlights that inclusive teaching practices benefit not only students with SEND but also improve engagement and outcomes across entire cohorts.

The Welsh Government embedded these expectations within the national teaching standards (Welsh Government, 2023b). Tutors are expected to use these standards, continuously learning by teaching and raising the bar through reflective practices. (Li, 2025).

As aforementioned, the tutors employed a wide range of teaching strategies to support their students' diverse learning styles. Yotta (2023) states that learners process information differently — some are visual, others auditory, kinaesthetic, or reading- and writing-oriented. The VARK model explains these four learning styles and how to recognise and meet students' unique educational needs by applying it at the fundamental level (Demberel and Baasanjav, 2025).

Therefore, by employing various teaching approaches, tutors promote equity and accessibility, supporting learners' diverse needs with suitable strategies. Of course, it is impossible to meet all students' needs through a standardised method. However, some of their needs can be addressed at specific times through flexible, inclusive and accessible pedagogical practices with inclusivity in mind (Afonso et al., 2025).

It is worth noting that a student-centred approach, as explained by Pleschová (2025, pp. 3–22), was demonstrated in every observation session. This shift of focus from teacher-led to student-active aligned with the framework of cognitive psychology and, in particular, the Cognitive Conceptions of Learning (Shuell, 1986).

Additionally, to support students with special educational needs, the observed lecturers demonstrated active awareness, adjusting their presentation slides and other learning materials to be inclusive. They varied their teaching strategies to ensure pedagogical alignment, inclusion, and engagement, creating positive experiences with the content, a sense of autonomy, and practical understanding of the topics — constructivist learning (Teachers Institute, 2023) and andragogy (Kurt, 2020) in practice.

4.0 Reflection on Teaching Practices

4.1 “What?”

Over 6 hours of observing experienced lecturers across MBA and CertHE programmes, I encountered a diverse range of teaching strategies, classroom dynamics, management techniques, and learner engagement approaches that I want to employ in my teaching practice. Several practices stood out: the use of real-world case studies to contextualise theory, the application of emotional intelligence to manage classroom disruptions, and the consistent integration of inclusive, student-centred strategies, such as scaffolding, formative questioning, and explained by Kearney et al. (2025), “see one, do one, teach one” methods. I observed how lecturers maintained control during IT failures, used humour to reinforce expectations, and created safe environments where even quieter students were encouraged to contribute.

From a reflective standpoint, I recognised the importance of adaptability and self-regulation when facing technical difficulties (see Appendix F-H), assertive classroom management (see Appendix A-E), and facilitative instruction grounded in Vygotsky’s social constructivism (Wibowo, Wangid and Firdaus, 2025) (see Appendix I). I also observed how digital tools, such as YouTube and Statista, along with structured teaching sessions with accentuated recaps, amplified learning effects, and how open-ended questioning encouraged students’ engagement.

4.2 “So what?”

These observations helped me critically evaluate my own teaching — compare and contrast what might work for me and what I need to pay attention to.

I recognised strengths in my subject knowledge and enthusiasm, but I also noted developmental needs.

Firstly, I realised I need to improve my ability to structure lesson flow clearly and adapt to spontaneous challenges. For example, Lecturer 1 demonstrated effective classroom transitions by signposting between stages, a skill I am still working on. I understand that Lecturer 1’s confidence comes from years of practice. However, I can start gradually building the same confidence through daily practice.

Secondly, I identified a need to better use formative assessment techniques, such as questioning strategies, discussion prompts, and recaps, not just to check comprehension of the teaching topic, but to stimulate deeper thinking and engagement.

Furthermore, witnessing how lecturers actively incorporated scaffolding and emotional intelligence (e.g., defusing conflict with empathy, reinforcing participation with praise) highlighted my current limitations in classroom management. While I value inclusion, I have not consistently used targeted strategies, such as direct questions to quieter learners or follow-up checks, to ensure that every student feels seen and supported.

Finally, observing the seamless integration of real-time business examples and cross-disciplinary references used by all the lecturers made me realise that my teaching needs to

become more applied. This demands not only a significant amount of reading and current industry knowledge, but also greater planning and confidence in sharing it with the students.

4.3 “Now what?”

Moving forward, I will aim to adopt the most effective observed strategies to elevate my teaching practice:

- I will implement diagnostic questioning — “knowledge-gap checks” at the start of sessions to better tailor my lesson’s pace and pitch.
- I will emphasise active integration of scaffolded practice, including worked examples, followed by independent application — acting as a more knowledgeable other (MKO) to close the gap between what students can do without my help and what they can achieve with my support, as described by Peterson, Baker and McGaw (2010, pp. 712–717).
- I will enhance my classroom management skills by practising scripted, assertive responses to common disruptions and by trialling techniques such as spatial pedagogy (Martinez-Maldonado et al., 2021).
- I will further develop inclusive engagement strategies, especially for fragile learners, by adopting methods like Think-Pair-Share (TPS), personalised check-ins, and discussion prompts (Mundelsee and Jurkowski, 2021).
- I will expand my subject expertise by reading case studies and using resources such as LinkedIn Learning, Statista, and sector reports to enrich the content I deliver.

I believe it would be beneficial to keep a reflective teaching journal, assessing each session’s flow, engagement levels, and the adjustments I make in real time. This reflective loop and consistency will aid my professional development.

5.0 Professional Development Action Plan

Based on professional observations and reflective insights, I have identified several development areas that should help me grow as a teaching practitioner. These targets align with the Professional Standards for further education teachers in Wales and focus on improving lesson delivery, learner engagement, and inclusive teaching practices.

Development Target / Standard	Action Steps	Resources / Support	Timescale	Success Indicators
Improve classroom management and engagement strategies. <i>(Value and promote diversity, equality of opportunity and inclusion)</i>	Implement assertive reinforcement scripts, and use direct questions to include quieter learners	UWTSD teaching feedback & professional observations	By December 2025 (review upon completion)	Positive student feedback and greater participation in discussions and class activities.
Improve lesson flow and transitions. <i>(Plan and deliver effective learning, teaching and assessment)</i>	Practice using signposting language and structured recaps	Study best practices from Ann Gravells and Gavin Lumsden (Gravells and Lumsden, 2024) & trial in teaching logs	By February 2026 (review upon completion)	Smoother progression in sessions, mentor/tutor/peer feedback
Apply scaffolding and formative assessment techniques. <i>(Plan and deliver effective learning, teaching and assessment)</i>	Use “see one, do one, teach one” and integrate mini quizzes (where appropriate)	Adopt methods from observed Lecturers & professional observations	January – March 2026 (review if needed)	Confident use of the strategies
Develop subject knowledge and cross-curricular application. <i>(Maintain and update knowledge of my subject(s) and how best to teach and assess them)</i>	Read case studies, integrate applied examples from real industries	Relevant YouTube channels, Statista, case studies, industry-related articles, blogs, news and mass media	Ongoing	Relevance of examples noted in mentor/tutor/lecturer feedback

6.0 Conclusion

To summarise, I believe that the professional observations and experience I have gained are essential for developing the skills needed to become a competent and relevant educator who follows best teaching practices and complies with education industry standards.

In these 26 hours, I have learned a lot from the lecturers I have observed. However, these initial hours are only the beginning of a lifelong learning journey as a teaching practitioner.

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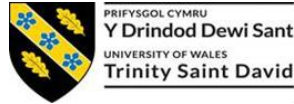
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8.0 Appendices

Appendix A – Lecturer 1

Teacher Observation Form



Teacher	Lecturer 1
Date	03/10/2025
Group	MBA module BMMB7005 Finance for Business Managers
Topic/Context	1st lecture Introduction to the module (From 10h00 till 13h00 – 3 hours)
Notes on the lesson:	
<i>The Finance for Business Managers lecture took place on the Denyver campus in Swansea on October 3rd from 10:00 to 13:00.</i> <i>At the start of the lecture, Lecturer 1 greeted the international students, especially those who had just arrived in the country, emphasising the importance of Welsh culture through some historical facts and the differences between England, Scotland, and Wales. It was informative and welcoming, serving as an effective “icebreaker.”</i> <i>Additionally, Lecturer 1 introduced me to the students and explained my role in today’s lecture to ensure clarity. It demonstrated inclusiveness and effective open communication.</i> <i>This approach demonstrated Lecturer 1’s comfort in the teaching environment and with students from diverse cultural backgrounds. This is a notable quality to observe, one that can be developed through years of experience as a teaching professional.</i> <i>During the lecture, Lecturer 1 used numerous subject-related examples from the British business environment, highlighting the market’s volatility amid a challenging external context, including</i>	

technological developments. Lecturer 1 emphasised how contemporary companies must adapt and make informed decisions by understanding and utilising financial management techniques. This is not only to maximise their profit but also to remain agile and competitive, and to ensure organisational growth.

I think the observed confidence with which Lecturer 1 delivers the teaching material is a perfect demonstration of this industry's standard and its deep competency in business disciplines. The standard that I want to achieve in my teaching. It is impressive to watch how skilful professionals demonstrate their acumen. Indeed, the talent of a good teacher is a complex interplay of both nature and nurture.

I also observed that Lecturer 1 arrived 30 minutes early for a "sound check", verifying that the presentation screens were working as they should, and to log into their UWTSD account to access their PPP. This is an excellent example of preparation for the lecture, utilising a proactive contingency mitigation strategy to prevent any foreseeable IT issues.

The use of digital tools, such as Kahoot or Vevox (as a formative assessment of learned materials), was limited. However, given that the vast majority of students were international students who had just arrived in Wales (it was their first lecture after arrival), it could be considered a valid teaching strategy, as they may have UK network connectivity issues or mobile devices that need to be set up. To avoid time loss, in-class activities were represented through peer-engaging discussions and group work on the assigned subject.

At the end of the lecture, Lecturer 1 asked international students who had missed the induction session the previous week to stay. Lecturer 1 went through the essential functional aspects of Moodle, including how to use and navigate it effectively, find submission links, and access module learning materials. It was a good teaching strategy to ensure that every student is on the same page, up to date, and equipped with the correct knowledge to have a fair start. Additionally, Lecturer 1 discussed the legal and student visa-related points that international students should be aware of during the Christmas holiday break.

Overall, a strong presentation of legal policies and fair assignment practices (e.g., attendance policy, plagiarism policy) ensures that international students are well-informed and therefore safe.

What I have learned:

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This observation has definitely deepened my appreciation for the nuanced interaction between cultural awareness, pedagogical agility, and professional rigour, thanks to Lecturer 1's performance during the lecture. I learned to use opportunities to celebrate diverse cultures, promoting Welsh culture while understanding others' cultural backgrounds.

Additionally, I was impressed by the lesson's structural fluidity and impeccable time management when transitioning from one slide to the next – skills I need to master in my own teaching sessions through consistent practice.

I also learned that context can dictate which digital tools to use to support my teaching. I need to learn how to create and integrate interactive digital tools, such as Vevox, into my PPP, where appropriate, of course. It should add dynamism to the student–lecturer engagement and could make the teaching subject more fun for students.

Working with international students requires knowledge of immigration Rules (Appendix Student in particular), Confirmation of Acceptance for Studies, and UWTSD compliance duties. Universities are legally responsible for ensuring students satisfy visa conditions. I have learned that University sponsorship is more than an administrative task — it is a regulated duty with legal implications. Therefore, it is essential to acknowledge that teaching staff may be indirectly involved through attendance monitoring and academic progress reporting, not only to track learning progress but also to fulfil the legal obligation to maintain their licence and continue sponsoring international students — a crucial and highly profitable element of our business (UWTSD).

With its own example, Lecturer 1 taught me that I must be well-versed in the subject I teach – “deep diving” beyond the curriculum requirements when preparing for the lecture - to be seen as a competent teacher who can radiate confidence when answering subject-related questions or providing examples.

Targets to improve my own practice (mapped to professional standards):

After this observation session, I aim to improve my own teaching practice by integrating the following techniques and strategies, which are aligned with professional standards:

Value and promote diversity, equality of opportunity and inclusion:

Integrating culturally responsive icebreakers into my own teaching sessions to create an inclusive, welcoming, and safe learning

environment is an important consideration in a highly diverse cultural environment. I must be able to use emotional intelligence skills to tailor icebreakers to my audience's cultural background. I must also be very careful not to offend anyone accidentally.

Maintain and update knowledge of my subject(s) and how best to teach and assess them:

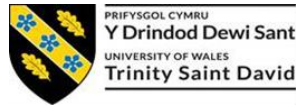
I must keep refining my teaching style to improve confidence and clarity when explaining subject-specific points. This can be achieved through the reading of relevant academic literature and practical experience.

Plan and deliver effective learning, teaching and assessment:

I must continue to prioritise "sound check" and contingency planning, as they have proven to be effective ways to mitigate or avoid IT problems when teaching – proactive measures outperform reactive solutions.

Appendix B – Lecturer 1

Teacher Observation Form



Teacher	Lecturer 1
Date	10/10/2025
Group	MBA module BMMB7005 Finance for Business Managers
Topic/Context	2nd lecture Introduction to the module (From 10h00 till 13h00 – 3 hours)
Notes on the lesson: <i>The Finance for Business Managers lecture took place on the Denyver campus in Swansea on October 10th from 10:00 to 13:00.</i> <i>Lecturer 1 started the lecture by greeting everyone and reminding them about upcoming field trips and other business management-related events. It was a nice, smooth beginning to the session, serving as an icebreaker, setting a productive mood, and providing a smooth transition to today's lecture.</i> <i>Some students were late (due to the train issues) and entered the auditorium gradually. Lecturer 1 handled this situation by speaking directly to the late student (reinforcement) and asking them to be on time, demonstrating no tolerance for lateness. I think this is good pedagogy—setting expectations and outlining what can be accepted straight away to correct students' behaviour and achieve the required outcomes—attendance and punctuality.</i> <i>Additionally, some students were conversing during Lecturer 1's delivery, disrupting the teaching session with background noise. This behaviour was also corrected in a very polite and assertive manner — another good example of emotional regulation, class management and positive reinforcement. Disruptive behaviour</i>	

can negatively impact class morale and the flow of the lecture, and can affect the quality of other students' learning experience.

The interconnection of modern society can also be disruptive for in-class teaching – mobile phones are indeed marvellous tools that can assist and distract at the same time, especially when phones are not in silent mode and ring at random. Lecturer 1 assertively asked students to put their phones on silent mode, explaining and reasoning why they must comply. It was one of those days when the lecturer had to respond accordingly and correct the students' unwanted behaviour.

In today's session, Lecturer 1 used a mix of digital and physical teaching materials for the activities, which were engaging and appropriate for the Balance Sheet topic. The practical aspect was guided by Lecturer 1 throughout, supporting the student's learning. Calculations and explanations of the meaning behind the numbers are an effective way to learn, especially when real-life business examples reinforce understanding of the subject.

Practising as you learn is a good strategy that can help students deepen their knowledge. Experimenting with calculations in a safe classroom environment can build their confidence in using financial formulas in real life.

Lecturer 1 justified and explained each calculation result, demonstrating subject-matter expertise and fostering a supportive, inclusive learning environment for students.

Lecturer 1's teaching style is very agile, adapting to the learning objectives and classroom dynamics.

The conclusion part focused on evaluating today's topic and completing the attendance form—a good way to ensure all students stay until the end of the lecture.

What I have learned:

.....
Today I learned an excellent technique for transitioning from the Introduction to Development part of the lecture. This technique uses real-life examples to connect with theoretical models while introducing the topic—a very organic, engaging transition.

Additionally, through the Lecturer 1 demonstration, I learned when and how to use reinforcement techniques to control and influence students' in-class behaviour – an important skill to master that required EI proficiency and the development of a high level of competence and confidence when dealing with similar situations.

I also learned that one teaching style cannot be employed—the agility and adaptiveness required to facilitate students' learning, keep them interested and engaged (variation of process and product models in action).

Also, I have noticed that the majority of students prefer to learn through practical examples and experiences, such as practical activities (calculations) or business examples (case study and interesting facts related to the subject). They responded positively and had a proactive presence during these activities.

Targets to improve my own practice (mapped to professional standards):

After this observation session, I aim to improve my own teaching practice by integrating the following techniques and strategies, which are aligned with professional standards:

Build positive and collaborative relationships &

Demonstrate dignity, courtesy and respect towards others:

I must strengthen classroom management and positive reinforcement skills, and develop greater confidence and consistency in applying these strategies to handle similar disruptions effectively while maintaining rapport.

I will practise assertive communication (clear tone, posture, and language) and prepare short “classroom scripts” to respond to common disruptions with composure and professionalism.

Critically reflect on own values, knowledge and skills to improve learning:

I have to learn how to transition smoothly between lesson stages. Also, I must continue developing the lesson flow and transitions skills so that each section naturally connects to the next — ensuring my learners remain focused and see the logical progression of learning.

I have to learn and practise “signposting language” (e.g., “Now that we’ve discussed X, let’s apply it to Y”). I have to consider including mini-recaps at transition points to reinforce knowledge acquisition.

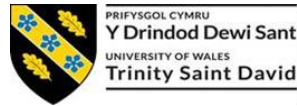
Critically reflect on own values, knowledge and skills to improve learning:

I have to be creative and innovative when teaching and develop/improve my ability to adapt to real-time challenges — modifying delivery pace, activities, and tone based on learners' feedback, subject grasping, or classroom dynamic.

I can practice after each teaching session, briefly reflect on what I adapted/implemented successfully and what could be adjusted further to support learners' engagement – constant self-reflection in any form and shape.

Appendix C – Lecturer 1

Teacher Observation Form



Teacher	Lecturer 1
Date	17/10/2025
Group	MBA module BMMB7005 Finance for Business Managers
Topic/Context	4th lecture Accounting for Limited Companies (From 10h00 till 13h00 – 3 hours)
Notes on the lesson:	
<i>The Finance for Business Managers lecture took place on the Denyver campus in Swansea on October 17th from 10:00 to 13:00.</i> <i>The short introductory part of the lecture was a reminder to students of UWTSD rules regarding reading week, seamlessly transitioning into a recap of the previous lecture.</i> Lecturer 1 uses highly effective teaching methods to simultaneously capture students' attention and convey the subject matter. To achieve such a result, Lecturer 1 wraps the teaching subject in real legal or business examples that are very relevant, valid, and practical, and can be used by students in real life (such as a breakdown of the UK taxation system and tax returns for different business entities, etc.) — this practical aspect acts as an effective engagement tool, insentivising the interest to the module itself. Notably, Lecturer 1 uses the concept-mapping technique to encourage students to explain the concept or express their personal opinions through the topic research tasks, and to use a discussion strategy to consolidate their comprehension — this is a good method to support learners' critical thinking while increasing the level of involvement and engagement, particularly for fragile learners. Effective use of formative questioning can gauge comprehension of the teaching subject, identify theoretical	

misconceptions, encourage metacognition, and adjust teaching strategies immediately — a skill that distinguishes HE teaching professionals from educators in the compulsory education sector, indeed.

I have noticed how strategically Lecturer 1 uses the auditorium space during the PPP. Lecturer 1 is not static; they constantly relocate, moving from the screen and tribune to the students' desks—an excellent technique to deploy in my teaching sessions. The slow pace of the voice and freedom in the movement demonstrate how comfortable Lecturer 1 is in this environment. This will positively impact students, helping them feel comfortable and safe in the learning environment.

To conclude the final part of the session, Lecturer 1 asked students to fill out the attendance form, reminding them about the upcoming field trip to London—a concise and informative finalisation of the lecture.

What I have learned:

.....
In this observation session, I learned the importance of structuring lectures thoroughly and that using recaps of prior content creates a coherent, purposeful start.

Also, embedding real-world relevance into the theoretical framework makes the learning subject more practical, enhancing students' comprehension and motivation.

I think this practical aspect acts as a cognitive hook, particularly valuable for vocational or professionally oriented modules such as Finance for business managers.

Discussion can be used strategically. Formative questioning, as a diagnostic tool, identifies misconceptions, stimulates metacognition, and enables real-time pedagogical adjustments.

The practical application of Spatial pedagogy and Non-Verbal Communication was flawlessly demonstrated by Lecturer 1. The movement across the auditorium indeed models an inclusive and relational teaching style.

International students must have sufficient administrative clarity to ensure compliance with student visa requirements — reinforcement is needed to help them grasp the organisational structure and their accountability.

Targets to improve my own practice (mapped to professional standards):

Plan and deliver effective learning, teaching and assessment:

I must continue working on my lesson structure to ensure all teaching sessions include a clearly structured introduction that recapitulates prior learning, creating a sense of continuity and purpose. I can adopt the Lecturer 1 strategy for my own practice.

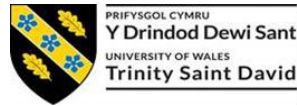
Build positive and collaborative relationships,

Demonstrate commitment to learners, their learning, safety and well-being:

To start using the discussion teaching strategy, I must integrate “Think–Pair–Share” or “One-Minute Reflections” into my practice to ease learners into discussion. I must learn how to demonstrate respectful disagreement, summarise, and build on others’ ideas to use discussion effectively.

Appendix D – Lecturer 1

Teacher Observation Form



Teacher	Lecturer 1
Date	24/10/2025
Group	MBA module BMMB7005 Finance for Business Managers
Topic/Context	6th lecture Sources of External Financial Regulations & Limited Companies (From 10h00 till 13h00 – 3 hours)
Notes on the lesson:	
<i>The Finance for Business Managers lecture took place on the Denyver campus in Swansea on October 24th from 10:00 to 13:00.</i> <i>Lecturer 1 started the session with a quick recap, smoothly transitioning to the main topic presentation: the definition of a Limited Company and the legalities related to this business type.</i> <i>I have noticed that Lecturer 1 uses an utterly effective technique to ensure compliance with the class rules (student code of conduct/accepted behaviour norms) by using positive reinforcement through jokes and personal life stories. I think this is a good technique to use as a positive, straightforward way to set boundaries for mutual respect and define acceptable behaviour, adjusting students' psychological contract.</i> <i>Lecturer 1 has chosen a mixed teaching strategy incorporating lecture, discussion, and Q&A sections in the main part of the lecture—a very effective strategy for this cohort of students, given their knowledge level and abilities.</i> <i>Another interesting technique to create an inclusive learning environment is to ask individual students a direct question about the activity's topic, ensuring even quieter students are involved in the discussion. This inclusiveness is very important for fragile</i>	

learners, helping them feel included and part of the group — a safe learning environment supports their learning.

The real-life business case examples were used by Lecturer 1, making the teaching material connected to real corporate practices — a demonstration of impressive depth of knowledge and expertise in the teaching subject and related areas.

Also, the circular lesson structure of presenting the topic, explaining the concept, and engaging in activities to solidify the knowledge is evident and highly effective in this setting.

The final part of the lecture was used to assess students' comprehension of the teaching topic and to answer questions related to the upcoming assignments — the organic transition and finalisation of the teaching session. Also, due to the start of reading week, Lecturer 1 assigned a homework task for students to complete during this period — a good tactic to keep students busy and connected to the module, especially when the task is tied to the assignment.

What I have learned:

.....

From today's session, I learned the importance of classroom management and the use of positive reinforcement when adjusting students' in-class behaviour to the accepted standards of mutual respect.

Additionally, I witnessed an effective way to use mixed teaching strategies to facilitate learners' comprehension of the introduced concepts.

I have learned new inclusivity and engagement techniques to target fragile learners, helping them participate in discussions by directly asking individuals for their opinions and perspectives.

Targets to improve my own practice (mapped to professional standards):

Several areas, aligned with the professional standards, I need to improve after this session:

Plan and deliver effective learning, teaching and assessment:

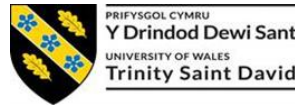
I must include a mixed teaching strategy in my practice, tailoring it to the teaching setting and learners' needs. The following teaching session on the 5th of November could be suitable for such an integration.

Demonstrate commitment to learners, their learning, safety and well-being:

I must try to use the recently learned new engagement techniques and integrate them in my practice where suitable, of course.

Appendix E – Lecturer 1

Teacher Observation Form

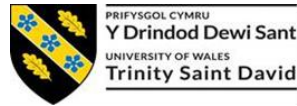


Teacher	Lecturer 1
Date	24/09/2025
Group	Master Leadership and Management / MBA (Level 7)
Topic/Context	Course Induction (From 10h00 till 15h00 – 5 hours)
Notes on the lesson:	
The Master student induction took place on the Denyver campus on September 24th. I participated in the Japan trip section discussion and shared my experience with the students.	
What I have learned:	
..... I have learned that, as a tutor, it is essential to always have a contingency plan in place when dealing with IT equipment or software malfunctions. Additionally, attendance, as a critical factor, can negatively impact the spirit of the teaching session. Therefore, lecturer resilience, real-time problem-solving, and adaptivity are vital to delivering the intended teaching. Lecturer 1 demonstrated impeccable skills and professionalism in handling situations that arose during this MBA introduction session, including low attendance (around 70 students were expected – only 10 attended) and sound issues (the invited guest via Teams was not audible through the loudspeakers).	
Targets to improve my own practice (mapped to professional standards):	
I must follow the best examples, as demonstrated by Lecturer 1, and develop my resilience when dealing with contingencies, while	

*always considering alternatives when delivering my teaching.
Flexibility and adaptability are skills that can be developed
through focused, structured training (e.g., thorough session
planning and stepping out of my comfort zone periodically to train
and test my agility).*

Appendix F – Lecturer 2

Teacher Observation Form



Teacher	Lecturer 2
Date	07/10/2025
Group	MBA module BMMB7026 Managing Marketing Change
Topic/Context	2nd lecture –Week 2 - Introduction to Marketing Management & The Marketing Concept. (From 10h00 till 13h00 – 3 hours)
Notes on the lesson:	
<i>This lecture took place on the Denyver campus, Swansea, on October 7th.</i> <i>Today's lecture started smoothly, with no IT issues. Lecturer 2 has learned from last week's experience and had enough time before the lecture to ensure that all digital tools and resources were functioning – a great reflection on action.</i> <i>The flow of the introductory part of the lecture was well-structured, organically transitioning from marketing to the importance of integrating change management into contemporary business long-term strategy to achieve agility and gain a strong position and competitive advantage. It was remarkably grounded in real business case studies and companies' strategic decisions during the COVID-19 pandemic. This is a strong demonstration of Lecturer 2's deep knowledge and subject-matter expertise. The students' engagement during this section was high, indicating that real-life examples are both interesting and relevant to them – something to integrate into my own teaching strategy as an example of best teaching practice.</i> <i>The concepts of marketing and its evolution, the planning framework, and societal marketing were well integrated into the</i>	

learning outcomes and lecture objectives slide – Vroom's taxonomy verbs were used to make them measurable and quantifiable when assessing students' knowledge.

This section of the lecture employed a good mix of lecture and discussion teaching strategies – fueling a high level of engagement.

To straighten out the provided examples and guide the discussion, Lecturer 2 utilised the integrated videos of prominent marketers, such as Philip Kotler – an impressive time management strategy when navigating through the lesson plan.

I contributed to the discussion on Progressive Marketing Planning Models, presenting a section on first-mover advantage and Blue Ocean marketing strategy, explaining the core concept. It was a positive interaction with the students; I asked them for real-life examples, and they responded well. Additionally, I contributed to organisational ethical practices and explored how focusing on employees can impact their customers, as employees are also customers — a key aspect of the intricate intertwining of CSR and marketing strategy.

The CRM (Customer Relationship Management) part of the lecture was built around discussion and debate teaching strategies – as observed, it was a highly engaging part, with the majority of students able to participate and engage – Lecturer 2 demonstrated impressive debate control, providing a safe and engaging learning environment. Up-selling and Cross-selling examples were insightful and engaging.

The integration of digital teaching tools, such as videos, facilitated an organic breakdown between different teaching strategies across various sections of the lecture, thereby avoiding a monotonous flow by mixing a variety of strategies that are most suitable for the students' level of knowledge, subject and learning setting.

The SOSTAC Planning model presentation and further discussion were visually and informationally appealing to the students. The majority of students were actively involved in analysing the pros and cons of this model. Lecturer 2 used catalytic, open-ended questions to stimulate learning and achieve learning objectives through intensive cognition — a good strategy to incorporate into my own teaching sessions.

Lecturer 2 finalised the lecture by reminding the students about assignment requirements, elaborating on details, and outlining what could be used from today's session in their assignment – a very logical and organic ending of the lecture.

What I have learned:

.....

Observing a skilful teaching practitioner is an experience always saturated with valuable industry-related insights that I find fascinating. Every time I observe a professional lecturer, I try to reflect on my own teaching style and identify best practices I can adopt to improve it. This is a part of my PDP and my continuous improvement journey.

From today's observation, I learned that real-life examples (related to the discussion subject) significantly boost engagement and relevance of the teaching material — a teaching strategy I want to use in my own teaching.

Additionally, the use of varied teaching strategies and digital tools has been proven highly effective, helping to avoid monotony and cater to different learning styles.

Lecturer 2's performance today taught me that the ability to manage debates and discussions is essential to progressive teaching that provides an inclusive and interactive learning environment, creating a safe and stimulating learning atmosphere — a skill I also need to master as a teaching practitioner.

Targets to improve my own practice (mapped to professional standards):

Plan and deliver effective learning, teaching and assessment:

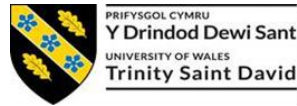
Of course, some teaching skills are only achievable through years of practice. However, as mentioned earlier, adequate planning supports the flawless execution of lecture deliverables. I need to improve my lesson planning skills to ensure they are achievable within the allocated lecture time.

Maintain and update knowledge of my subject(s) and how best to teach and assess them:

Regarding the Marketing Change teaching content, I must also dedicate sufficient time to self-development, reading, learning, and updating my knowledge of teaching-related subjects. Students like up-to-date examples which are relevant and interesting. Today's business environment is significantly more dynamic than it was a decade ago; companies and individuals must adapt quickly to fluctuations and changes in internal and external contexts. Therefore, I need to read more up-to-date case studies to broaden my expertise and deliver interesting and engaging teaching sessions.

Appendix G – Lecturer 2

Teacher Observation Form



Teacher	Lecturer 2
Date	14/10/2025
Group	MBA module BMMB7026 Managing Marketing Change
Topic/Context	3rd lecture –Week 3 – Marketing Planning Process (From 10h00 till 13h00 – 3 hours)
Notes on the lesson:	
<i>This lecture took place on the Denyver campus in Swansea on October 14th.</i> <i>Today's lecture began with a recap of the previous lecture and further explanation of the SOSTAC planning model. The Lecturer 2 asked probing questions to evaluate what students learned from the last session and what they independently researched in their own time. The integration of digital tools, such as YouTube video content, was highly effective and insightful.</i> <i>The Lecturer 2 also used an effective teaching tactic to align other lecturers' course teaching subjects with the Marketing Change course by asking what analytical tools students had already learned and used – these questions are a great example of knowledge-gap identification – excellent reflection-in-action.</i> <i>The analytical tools, such as PESTEL, SWOT, TOWS, etc., were well illustrated with real business cases, making them practical applications understandable and engaging for students.</i> <i>Lecture 2 demonstrated a profound knowledge of local health legislation, its recent changes, and connected these changes to companies' marketing strategies, providing examples of how they adapted to this political factor, explaining differences in business</i>	

strategy, differentiation, and diversification that companies can use to gain agility – a great demonstration of subject expertise.

I have noticed that the PPP slides were updated with the latest examples and metrics from last year's course – critical reflection on their own knowledge – ensuring they are up to date.

Lecturer 2 used Statista and other data analytics and consultancy companies to access and experiment with research from a range of sources—an excellent demonstration of Professional standards for further education teachers.

Throughout the lecture, Lecturer 2 consistently encourages students to express their ideas and thoughts, involving them in the discussion through open-ended questions, active listening, and guiding the conversation with business examples—an instrumental, engaging technique I need to master.

In the conclusion section of the session, Lecturer 2 linked today's lecture with the topic of the next session, recapped the main points related to planning in marketing, and the tools and models marketers use to achieve clarity and predictability. Lecturer 2 reminded of the assignment requirements and answered the related questions.

It was a great, dynamic and insightful session. After this session, students looked energised and positive—an impactful result, indeed, that demonstrated both pedagogical strengths and the professional mindset of Lecturer 2.

What I have learned:

.....
From observing this session, I learned the importance of using reflective questioning to identify students' knowledge gaps and adapt teaching strategies in real time to address them. Lecturer 2's use of probing, open-ended questions effectively assessed existing knowledge and encouraged independent research, demonstrating how reflective dialogue enhances engagement and critical thinking.

I also realised how powerful it is to connect session content with other modules and real-world examples, thereby reinforcing the relevance of learning and helping students transfer knowledge across contexts. The integration of digital tools such as YouTube and Statista led to high engagement, adding dynamism to the learning environment where students could explore different business scenarios.

In retrospect, I recognised the value of promoting active participation through guided discussion and open, topic-related

conversation. These approaches showed me how to strengthen my practice by fostering curiosity, relevance, and interaction in every lesson I deliver.

Targets to improve my own practice (mapped to professional standards):

Critically reflect on own values, knowledge and skills to improve learning,

Plan and deliver effective learning, teaching and assessment:

I have to start integrating reflective questioning and knowledge-gap identification techniques—the discussion teaching strategy, mixed with the other methods, can be a starting point. I can adopt similar “diagnostic” questioning techniques at the start of each session to assess students’ existing knowledge and identify entry

behaviour to the topic. This will help me tailor lesson pace and depth to learners’ needs and promote critical thinking.

Know how to use evidence and research to improve my practice,

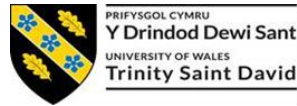
Plan and deliver effective learning, teaching and assessment:

Following Lecturer 2's example, I want to enhance subject relevance through real-world and cross-module connections – I think this is a great technique to master.

To achieve this, I must strengthen interdisciplinary connections by linking my session content to other relevant modules or professional contexts—the same models and analytical tools from a marketing perspective. I must extend my research when preparing for the lecture, and use current, real-world case studies to make learning more applied and meaningful for students.

Appendix H – Lecturer 2

Teacher Observation Form



Teacher	Lecturer 2
Date	30/09/2025
Group	MBA module BMMB7026 Managing Marketing Change
Topic/Context	1st lecture –Week 1 - Introduction to the module, assessment requirements overview (From 10h00 till 13h00 – 3 hours)
Notes on the lesson:	
<i>This lecture took place on the Denyver campus in Swansea on September 30th.</i> <i>This is an introductory lecture to the Managing Marketing Change module. At the start of the lecture, Lecturer 2 used an effective icebreaker, asking students to introduce themselves and share their academic backgrounds to assess their existing knowledge and level of expertise in marketing-related topics (entry-level behaviour).</i> <i>We had a rough start to the session because our presentation screens weren't working. Lecturer 2 mitigated the negative impact on students by discussing the module and assignment requirements and by providing examples of agility in adapting to market shifts or changes (as part of Component 1 – the group presentation).</i> <i>To help Lecturer 2 resolve the IT issue, I visited the IT office on campus and subsequently called the IT desk support so they could send a technician.</i> <i>Shortly after the call, the technician arrived and resolved the issue – the PC had been turned off (which is never recommended).</i>	

Lecturer 2 apologised to the students for the disruption and inconvenience and then continued with the topic using the PP slides.

What I have learned:

.....

This is another excellent example of how to handle contingencies by maintaining subordination and confidence, and keeping students engaged despite issues with the PowerPoint slides. From this situation, I learned that controlling your audience and keeping them engaged are essential skills for the professional teaching practitioner. The contingencies are unavoidable. However, as professionals, we must be in control of the situation, managing and directing the dynamics of the students' learning experiences. Even though the PPP is an additional tool we should not entirely rely on, we are still highly dependent on technology when delivering our teaching sessions. Therefore, the "sound check" before the lecture is probably a good idea to avoid any surprises – preparation is key to success.

Additionally, I learned from the Lecturer 2 performance how to use reflection-in-action to adjust the flow of teaching delivery to the circumstances. Effective time management requires an active, directed, and controlled approach from the lecturer — a skill that can be developed through practice.

Targets to improve my own practice (mapped to professional standards):

Plan and deliver effective learning, teaching and assessment:

Using a range of digital tools is essential in our teaching practice. Therefore, I must ensure that before my teaching session, I allot enough time for a "sound check", thereby increasing the possibility of a consistent lecture flow without spending time at the beginning of the lecture resolving IT issues that affect student learning experiences and the goodwill of my institution. Additionally, I need to stay up to date with my PowerPoint skills and know how to utilise its advanced functionality (e.g., taking PowerPoint LinkedIn Learning classes, practising through trial and error in my own time, etc.).

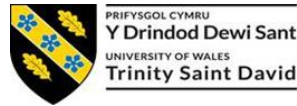
Build positive and collaborative relationships:

Teaching is all about building relationships with your students through positive collaborative engagement. Confidence and competence are essential traits of a professional teaching practitioner's profile. I must learn to remain resilient and optimistic while managing contingencies, maintain a high level of

engagement with students, and keep a professional line between myself and students. My confidence must communicate this sense of authority and in-class power dynamic. This skill can be sharpened through practice and experience.

Appendix I – Lecturer 3

Teacher Observation Form



Teacher	Lecturer 3
Date	16/10/2025
Group	CertHE (L4) - Module - Employability Skills for the Workplace
Topic/Context	HARVARD reference style – Practical Tutorial (From 13h00 till 16h00 – 3 hours)
Notes on the lesson:	
<i>This lecture took place on the IQ campus in Swansea on October 16th.</i> <i>This is the first lecture, as of today, on the CertHE course I observed. The module is Employability Skills for the Workplace – an essential subject for those who want to increase their competitiveness in the job market, understand the skills employers need today, and strengthen their positions for professional advancement within their organisation. Staying up to date with your skill set is crucial in today’s fast-paced, highly digitalised business environment.</i> <i>The lecture began with an introduction to the Harvard referencing style and a reminder of the importance of correct citations in academic writing. Lecturer 3 invited the librarian to talk through the subject—a great delegation strategy if a subject-matter expert can introduce the topic.</i> <i>During the Q&A section of the teaching session, Lecturer 3 demonstrated an emphatic approach when dealing with the frustrated student (due to their confusion about how to integrate a quotation into text). Lecturer 3 defused this frustration by using a softer tone, directly answering people, and maintaining open</i>	

body language and eye contact — a good technique and an example of using EI skills in action. Lecturer 3 achieved the desired effect, increasing positive engagement.

I have noticed that Lecturer 3 also positively acknowledged the students' comments/answers, offering verbal reinforcement and providing affirmative feedback to proactive individuals – this is a particularly effective teaching strategy, as it contributes to a positive learning environment and a satisfactory level of student satisfaction and in-class experience. They used verbal praise (“Well done”, “Good question”) to enhance learner engagement - positive reinforcement was employed through affirming comments.

Lecturer 3's teaching style is rather facilitative and very effective with the CertHE students. They flawlessly apply cognitivism, constructivism, and sociocultural teaching theories to achieve the intended outcome of this teaching session. The formative questioning technique was used to gauge students' comprehension of the teaching subject.

Another point to notice is the ability to practically demonstrate to students how to construct the in-text and bibliography entry citations – Lecturer 3 provided a tutorial after which tasked students to form the reference list by themselves – good scaffolding technique, building learners' confidence and fading the support gradually while they develop the needed competency to perform the task independently. Acting as a More Knowledgeable Other (MKO) and working with the Zone of Proximal Development (ZPD), Lecture 3 narrowed the gap between what learners can do unsupported and what they can do with guidance – this hands-on approach proved effective, as the majority of students confidently and independently completed the assigned task.

Additionally, during the activity, Lecturer 3 provided personal assistance to struggling students to help them complete the task.

In the conclusion of the teaching session, Lecturer 3 revisited the lesson outcomes and recapped the main points learned – a good finalisation of the lecture.

What I have learned:

I learned how effective teaching relies on empathy, encouragement, and structured support to create an inclusive learning environment. The lecturer's facilitative approach, grounded in constructivist principles, demonstrated how scaffolding and formative questioning can effectively assess and strengthen learners' comprehension of the lesson subject.

The use of EI particularly stood out when a student became frustrated; the lecturer responded with empathy and a calm, comforting tone, turning potential conflict into positive engagement. Verbal praise served as positive feedback, motivating learners and boosting their confidence.

I also learned, as Lecturer 3 demonstrated, the practical application of the scaffolding concept, as the lecturer modelled referencing skills before allowing students to practice independently, gradually building competence and a sense of autonomy.

From this observation, I learned practical ways to apply emotional awareness, constructive feedback, and guided learning – effective teaching skills I want to use in my own teaching practice.

Targets to improve my own practice (mapped to professional standards):

Build positive and collaborative relationships,

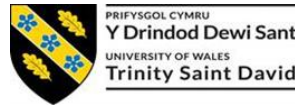
Demonstrate dignity, courtesy and respect towards others,

Demonstrate commitment to learners, their learning, safety and well-being:

I must continue working on my EI skills, improving my approaches and techniques; reflect on different in-class situations and the best use of empathy to prevent frustration. I must expand my theoretical and practical knowledge of learners' psychology and pedagogical methods for addressing diverse dynamics.

Appendix J – Lecturer 4

Teacher Observation Form



Teacher	Lecturer 4
Date	20/10/2025
Group	CertHE (L4) — Module-BMSW4008 Digital Skills for Personal & Professional Growth
Topic/Context	Week 4 Digital Skills — Microsoft Office 365 (Word) From 12h00 till 15h00 (3 hours)
Notes on the lesson:	
<i>The observed lecture took place at the IQ Campus in Swansea on 20 October, as part of the Digital Skills module on the CertHE programme.</i> <i>This is the second lecture on the CertHE course I observed. The Digital Skills module teaches essential skills that students can apply in both their personal and professional lives. IT literacy is what modern employers expect from their future employees when recruiting. This module is highly practical, as are the other modules on the CertHE course.</i> <i>Lecturer 4 provided a brief introduction to today's session with measurable learning outcomes — using Bloom's verbs effectively and demonstrating the UFTSD PCET standard for lesson planning — it was encouraging to see this level of standardisation across different courses and levels of education.</i> <i>Lecturer 4 also took an extra minute to introduce myself and my role in today's lecture, which was very considerate and professional.</i> <i>Lecture 4 employs a range of teaching strategies, integrating digital tools into its PowerPoint presentation (PPP), such as YouTube video tutorials, to demonstrate practical applications during the session.</i> <i>Lecture 4 encouraged students to actively demonstrate the materials</i>	

they had learned when completing the assigned task. The subject matter experts' video tutorials were paused at key points, annotated, and enriched with technical details by Lecturer 4 — a student-centred approach that helps ensure students can replicate the process of creating the group in Microsoft Teams.

During the activity, Lecturer 4 approached each student individually to ensure they understood the task and offered assistance if they had related questions or encountered problems during completion. They also praised students' achievements during the activity. This teaching strategy is highly effective in small groups due to its personable, engaging nature, which facilitates the development of necessary skills through guidance and support.

Lecturer 4 checked whether students were satisfied with the activity results and felt confident using the technology independently — an effective method for reassurance and assessing knowledge.

Throughout the session, Lecturer 4 employed Beer's "see one, do one, teach one" strategy. The students first received background material relevant to the lecture topic, helping to build foundational knowledge and context before a practical demonstration. Then, Lecturer 4 presented a pre-recorded video demonstrating the concept, allowing students to observe the correct method of performing the task. Subsequently, students completed an individual activity to practice the skill independently, applying knowledge from the reading and observation phases — a hands-on approach to learning.

This "see one, do one, teach one" strategy was repeated throughout the lesson to progress with the topic and meet the learning objectives — it proved appropriate for this teaching setting.

Towards the end of the session, Lecturer 4 employed a recap and bridging strategy, consolidating key points and explicitly connecting them to upcoming assignments. This approach supports retention, clarifies expectations, and encourages engaged preparation for future tasks.

Overall, during the observed teaching session, Lecturer 4 was very explanatory and provided structured, pedagogically adequate support.

What I have learned:

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Today's observation reaffirmed the critical importance of tailored lesson planning, particularly in adapting to group size, learner needs, and their prior knowledge base (entry behaviour).

Furthermore, inclusive pedagogy proves highly effective, particularly when using responsive demonstrations of essential skills tailored to individual learner contexts. This personalised modelling of competencies

ensures that every student receives targeted support during skill development.

I learned about the practical use of the “see one, do one, teach one” learning and teaching method — a learner-centred, content-focused, and interactive approach. I can apply this strategy in my own teaching sessions (where suitable).

Targets to improve my own practice (mapped to professional standards):

Here are my targets mapped to professional standards:

Maintain and update knowledge of my subject(s) and how best to teach and assess them,

Plan and deliver effective learning, teaching and assessment:

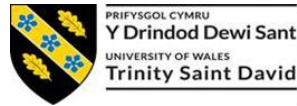
After this session and a quick self-reflection, I concluded that I must emphasise my efforts to build a specific vocabulary of terms related to the use of digital tools to ensure correct terminology. I also need to increase my competence in LinkedIn Learning and some elements of Microsoft 365 Office by trying new features I have not tried before. By improving these aspects, I can develop the competence and confidence needed in my teaching practice (especially in this module).

Critically reflect on own values, knowledge and skills to improve learning:

Regarding the teaching strategy, I need to enhance the facilitative aspect of teaching and the associated skill set, such as active listening and effective questioning — an approach often linked to constructivist and humanistic learning theories (Carl Rogers' facilitative teaching model and Vygotsky's social constructivism). Therefore, additional research and reading are necessary to comprehend the required techniques.

Appendix K – Lecturer 5

Teacher Observation Form



Teacher	Lecturer 5
Date	21/10/2025
Group	CertHE (L4) — Module-BMSW4008 Digital Skills for Personal & Professional Growth
Topic/Context	Week 4 — Digital Ethics & Integrity From 13h00 till 16h00 (3 hours)
Notes on the lesson:	
<i>The lecture was observed on 21 October at the IQ Campus, Swansea, as part of the Digital Skills for Personal & Professional Growth module on the CertHE programme.</i> <i>This is the second lecture I observed on the CertHE course. The Digital Skills module teaches essential skills that students can apply in their personal and professional lives. IT literacy is what modern employers expect from their future employees when recruiting. This module, like the other modules on the CertHE course, is highly practical.</i> <i>Before the start of the lecture, Lecturer 5 provided me with their PPP and lesson plan, which was very helpful for me to grasp the lesson topic and structure — a very supportive and professional approach to assisting PCET trainees like me. Additionally, Lecturer 5 shared the module handbook with me and reviewed its topics to identify my teaching preferences and what I can deliver confidently.</i> <i>At the beginning of the session, Lecturer 5 briefly introduced me and my role in today's lecture, transitioning from the recap to the topic: Digital Ethics & Integrity.</i>	

Lecturer 5 used the same teaching strategy as Lecturer 4 (the same teaching subject): “see one, do one, teach one.” As I mentioned in my previous observation, this strategy has proven effective for teaching practical skills, such as IT literacy.

Lecturer 5 presented the subject, explained the concept, and then asked students to complete an activity related to the topic — an effective scaffolding approach that gradually builds students' knowledge and confidence. Lecturer 5 provided real-life examples to strengthen knowledge acquisition. The students responded with their own real-life examples, creating a natural discussion flow on the topic without drifting off.

The mix of “see one, do one, teach one” and discussion teaching strategies provided a high level of student engagement — the time management and discussion flow control were impeccable.

Additionally, digital tools were organically integrated into the PPP to emphasise the topic's importance and encourage further discussion — a good technique for me to adopt.

What I have learned:

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A good rule of thumb could be to arrange a meeting before the lecture to discuss the teaching strategy for the session and go through the topic to familiarise myself and align my understanding with the lecturer's expectations for my teaching — I like Lecturer 5's approach for its clarity and pragmatism. I will adopt this approach for my own practice.

I have noticed one common trait among the observed lecturers: their ability to talk freely and fluently, not only about their teaching topics but also about various interconnected business areas. This is truly impressive and something I must work on — vocabulary and broadening my knowledge through focused reading and practice.

Targets to improve my own practice (mapped to professional standards):

Here are my targets mapped to professional standards:

Critically reflect on own values, knowledge and skills to improve learning:

I need to focus on adapting teaching strategies to different settings and on developing my personal teaching style while applying them. To do this, I must practice self-reflection and observe (either in person or via video) teaching practitioners to learn from, imitate, and adopt the styles that resonate most with me.

