

UNHE7006: Teaching in Higher Education 2

Assessment Portfolio: Matthew Rees James

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University of Wales Trinity Saint David

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TASK 1

3 x Teaching Observation Reports

Task 1 Teaching Observation Reports x 3



PGCert tHE STAFF OBSERVATION FORM	
Name of Staff member: Matthew James	Date: Thursday 27th September 2018
Name of Observer: Andrew Thomas	Number in class: 35
Student level: Level 6	Location: Room AS229, UWTSD Swansea Business Campus
Topic/s: Level 6 Induction Session	Start Time: 12.00 hours Finish Time: 13.30 hours
Teaching Characteristics: Preparation, selection and organisation of content. Choice of teaching/learning methods. Matthew invited me to observe him deliver the induction session for the returning Level 6 Sports Management students in his capacity as Level 6 Year Tutor. I was happy to do so as Programme Director for Sports Management as it provided me with an additional contact opportunity with our Level 6 students. I was also keen to see how Matthew integrated the HND one year "top up" students from Gower College, who were in record number this year. Matthew's method of a traditional lecture suited the task at hand, which required him to provide the students with some important information including their lecture & seminar timetable, assessment calendar and key dates, staff roles and responsibilities and details of remaining study skills, student services and student union opportunities taking place during induction week. However, Matthew endeavoured to make the lecture interactive and fun in order to keep the students engaged and start the year positively. He had clearly prepared very well for the lecture, including using the Kahoot quiz app to prepare a sports management themed quiz, which the students thoroughly enjoyed.	
Presentation: 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. Matthew began the lecture by introducing himself as their Year Tutor and clarifying his responsibilities, work days, tutorial drop-in sessions and contact details. Matthew broke the induction session down into 4 clear themes that were appropriate and relevant, which helped to activate the students' attention. I particularly liked the emphasis Matthew placed on goal setting, employability and skills for professional practice, which are areas our students need to apply themselves to better. Matthew ended the session by setting the students an independent study task that required them to set their academic, professional and personal goals for the next 12 months and to identify 5 small changes "one percenters" that could help them achieve these goals.	
Technique and Aids: General apparatus – board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.	

Matthew made good use of the overhead data projector and multiple TV screens in the room. He provided students with hard copies of their timetables and assessment calendar, and reassured students that these would be stored on Moodle.

Matthew's slides were clear and logically ordered. He kept text and bullet points to a minimum and had embedded photos and images in order to engage the students and highlight some of the key messages e.g. photos of last Summer's graduation ceremony to increase students' motivation.

I particularly liked Matthew's use of the Kahoot quiz app to incorporate a fun element to the induction session. His "ice breaker" task was also a clever way of integrating the Gower College students and taking account of the less confident students, which required students to introduce a fellow student to the rest of the class, instead of talking about themselves.

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 atmosphere during the session was very positive as it usually is for an induction session. Notwithstanding this, Matthew succeeded in making the session very interactive and engaging via the icebreaker task, Kahoot Quiz and the inspirational goal setting film he played. Matthew's attitude towards the students was warm and positive, and he had clearly considered how best to start integrating the new "top up" students. However, he will need to arrange one-to-one tutorials with each of these students in the first few weeks of term to check on their progress.

General: Was effective communication achieved? Was there good student – teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods

Matthew's communication was effective throughout. He achieved all of the induction session's aims and established an immediate rapport between himself and the Level 6 students.

Examples of good practice:

- Good use of Kahoot quiz app.
- Clear slides.
- Ice breaker task.

Action points:

- Arrange one-to-one tutorials with newly arrived "top up" students from Gower College.

Observer ...

A. Thomas

...

Date 28th September 2018

Observee

M. N. Jones

.....

Date 28th September 2018

PGCert tHE STAFF OBSERVATION FORM	
Name of Staff member: Matthew James	Date: Thursday 4th October 2018
Name of Observer: Andrew Thomas	Number in class: 9
Student level: Level 5	Location: Room AS227, UWTSD Swansea Business Campus
Topic/s: Global Cultural Sporting Environment – Lecture 1.	Start Time: 10.00 hours Finish Time: 11.30 hours
Teaching Characteristics: Preparation, selection and organisation of content. Choice of teaching/learning methods.	
Matthew invited me to observe him deliver the first lecture of the above Level 5 Module, which is compulsory for our Sports Management students that have opted for the International Sports Management degree. Matthew's method of a traditional lecture suited the task at hand, which required him to provide the students with some important information including the module aims, learning outcomes, assignment specification, marking criteria and assessment dates. I particularly liked the way Matthew displayed the covers of 5 core text books that he recommended the students borrow from the Business Campus library. Matthew's lecture was well prepared and logically organised. He introduced the subject in an effective way, by clearly defining the key terms and using a range of sports photos to keep the students engaged.	
Presentation: 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.	
Matthew began the lecture by introducing himself as the Module Leader and clearly stating the lecture's aims and the learning culture that he was looking for. He then organised a simple "icebreaker," which involved the students interviewing each other to find out some personal details and feeding back their findings to the rest of the group. The students clearly enjoyed this and it was a good way for Matthew to get to know the students. However, I feel it could have worked better if Matthew had required the students to display their findings on flip chart paper and present back to their peers from the front of the classroom. I liked the way Matthew took time to clarify the Module Aims and Learning Outcomes by asking students to consider how having a knowledge of key concepts such as gender, race and culture could help them in the future careers. Matthew finished this discussion by showing the students a clear conceptual framework for the module, which I thought was an excellent way of reinforcing the previous discussion using a visual aid.	

Matthew was enthusiastic for the subject and paced his lecture very well. I was pleased to see Matthew end the lecture by setting a simple independent study task clearly aligned to the module's assessment. However, Matthew did not end the lecture with a slide recapping the main learning outcomes, which I think was a mistake.	
Technique and Aids: General apparatus – board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.	
Matthew made good use of the overhead data projector in the room. Matthew interspersed his presentation with numerous open ended questions that really started to get the students engaged with subject. He allowed the students sufficient thinking time and was able to involve all the class via follow up questions.	
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 class atmosphere was very good and every student appeared really engaged by Matthew's lecture and the tasks he set. The small number of students and cosy classroom size clearly helped, however, Matthew will need to devise strategies for times when attendance is poor or students are reluctant to engage.	
General: Was effective communication achieved? Was there good student – teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods	
Matthew's communication was effective throughout. He achieved all of the lecture aims and succeeded in launching the module.	
Examples of good practice: ▪ Powerpoint slides. ▪ Icebreaker task. ▪ Question and answer technique. Action points: ▪ Make full use of the apparatus in the classroom e.g. flip chart stand and wipe boards. ▪ Devise activities for when attendance is poor and class numbers are less than five as this is probable given the small number on this module. ▪ Always include a slide at the end of each lecture to recap the main learning outcomes.	
Observer ... <i>A. Thomas</i> ...	Date 12th October 2018
Observee <i>M. N. Jones</i>	Date 12th October 2018

PGCert tHE STAFF OBSERVATION FORM	
Name of Staff member: Matthew James	Date: Thursday 4th October 2018
Name of Observer: Andrew Thomas	Number in class: 35
Student level: Level 6	Location: Room AS412, UWTSD Swansea Business Campus
Topic/s: Global Sports Event Management – Lecture 1.	Start Time: 12.00 hours Finish Time: 15.00 hours
Teaching Characteristics: Preparation, selection and organisation of content. Choice of teaching/learning methods. Matthew invited me to observe him deliver the first lecture of the above Level 6 Module, which is compulsory for all our Sports Management portfolio students. I was happy to do so as Programme Director for Sports Management, as I needed to observe Matthew and it was another contact opportunity for me with the Level 6 students during week 1. Matthew's method of a traditional lecture suited the task at hand, which required him to provide the students with some important information such as the module aims, learning outcomes, assignment specification and hand in/examination dates, recommended reading and the schedule of lectures. Matthew's lecture was well prepared and logically organised. He also introduced the subject in an effective way, using images, film clips and case studies to expose students to some of the core theories and concepts in a subtly engaging way.	
Presentation: 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. Matthew began the lecture by introducing himself as the Module Leader and by providing a clear overview of the lecture's aims and the learning culture that he was looking for. I liked the way Matthew took time to clarify the Module Aims and Learning Outcomes by asking students to consider why it is worth studying global sports events and how they could apply this knowledge in their future careers. I also liked the way Matthew reminded them of the need to engage with the literature during their independent study, which is always a challenge. Matthew showed his good understanding of the Sports Mgt. programme in the way he was able to remind students of the knowledge they had already acquired at Level 4 & 5, which they could draw on for this Module. Matthew was enthusiastic for the subject and paced his lecture very well. I was pleased to see Matthew end the lecture by setting a simple independent study task that required students to start thinking about their options for their Assignment 1.	

Matthew did not include a slide at the end recapping the main points covered during the lecture, which could have helped reinforce their learning.	
Technique and Aids: General apparatus – board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.	
Matthew made good use of the two overhead data projectors in the room. He was a little hampered by the awkward room layout (the screens are about 15ft apart and pillars obscure the view for some students), but managed to keep students engaged by walking around the front of the room. Matt reminded the class that the Module Template, Assignment specs and reading resources were all available on Moodle, and that the lecture slides would be available to download later in the day.	
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 class atmosphere was good and the majority of students seemed to be genuinely interested in the subject. Matthew kept students engaged during the 3 hours by setting group work tasks and activities for the students to work on during a coffee break. I liked the way he mingled with students during the group work. He also used questions to engage students and ascertain their prior learning, praising those that attempted to answer, although only a small number of students appeared confident enough to speak up. Matthew will need to devise other techniques to engage the less confident students in class discussions.	
General: Was effective communication achieved? Was there good student – teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods	
Matthew's communication was effective throughout. He achieved all of the lecture aims and succeeded in launching the module.	
Examples of good practice: ▪ Excellent slides. ▪ Good group work tasks to keep students engaged. Action points: ▪ Give more thought to techniques that can engage less confident students. ▪ Don't forget to recap the main learning outcomes from every lecture.	
Observer ...	 Date 12 th October 2018
Observee	 Date 12 th October 2018

TASK 2

Reflective Evaluations of Three CPD Events Attended

Task 2 Reflective Evaluations of CPD Events x 3



Postgraduate Certificate Teaching in Higher Education (PGCert tHE) CPD Event Reflection Template¹

Event	Learning and Teaching Conference ² , Cyncoed Campus, Cardiff Metropolitan University (CMU)
Date/s	12 th April 2018

	The conference theme was “supporting transition throughout the student life cycle,” which is linked to improved student engagement, retention and success, and relates to all three dimensions of the UKPSF for teaching and supporting learning in HE (Higher Education Academy, 2011). The conference organisers therefore welcomed contributions from staff and academics that could demonstrate excellent practice in supporting students throughout the key transition points of Lizzio’s (2011) student life cycle model, which depicts how future students transition towards commencing students, through to continuing students, and up and out as graduates and back again as alumni. I was able to attend for the full day and elected to attend two workshops in the afternoon; one on nurturing reflective practitioners, and the other on a student centred approach to curriculum communication. I opted for the former workshop as I wished to improve my knowledge and understanding of reflective practice, as it is an important area of activity within the degree programmes I currently teach, as well as a focus area of both PGCert tHE portfolios. I opted for the latter workshop as I was about to draft two new module descriptors, and anticipated this workshop could help with this process.
	I found the first workshop interesting and informative, and left armed with a very simple tool that the contributor³ had developed for assisting students to develop their reflective thinking and critical writing skills. It involves simply dividing a page or wipe board into 3

¹ The format for the template is based on Terry Borton’s (1970) 3 stem questions: ‘What?’, ‘So What?’ and ‘Now What?’, which were further developed by John Driscoll (1994, 2000, 2007), who matched the 3 questions to the stages of an experiential learning cycle.

² The CMU 2018 annual Learning and Teaching Conference² is a full day CPD opportunity available to CMU academic staff, consisting of a keynote speaker and best practice sharing in the morning, followed by workshops, delegate feedback and closing remarks in the afternoon. Details of the conference proceedings are available at: <https://www.cardiffmet.ac.uk/about/ltdu/Pages/LT-Conference-2018.aspx>

³ This workshop was delivered Cath Davies from CMU’s Cardiff School of Art and Design.

	columns, where column 1 is used to describe the problem, column 2 to analyse, and column 3 to support the analysis with theoretical perspectives. These workings can be subsequently used as building blocks for essay writing, whilst the same approach can be applied to students learning development, challenges and action planning. The second workshop was equally informative, and offered a new approach to tackling the disconnect or disparity between Level 4 art and design students pre-conception of HE and the reality or purpose of HE, which is often most pronounced when trying to teach the underpinning academic theory. This workshop particularly resonated with me, as I have also found this a challenging area when teaching sports management students at both CMU and UWTSD. The approach taken by the workshop presenter⁴ has been inspired by Simon Synek's 'golden circle' concept, which asserts that people are inspired by a sense of purpose or "Why", and this needs to come first before communication "How" and "What". The presenter thus redrafted module handbooks so that they start with WHY, clearly setting out why art and design students have to study academic theory in year 1, which has resulted in improved student engagement and understanding. Attending this CPD event has contributed to my development regarding all 3 dimensions of the UKPSF, particularly regarding the designing and planning of learning activities (A1) and alternative approaches to student support and guidance (A4); whilst bolstering my core knowledge (K2 & 3) and reinforcing the professional values that I try to uphold.
	Since attending the above workshops I have used the 3 columns approach on several occasions during in-class workshops, and have fully "bought into" the "starts with why" concept, frequently using this to kick start lectures and shall draw on this principle when writing new module handbooks.

⁴ This workshop was delivered by Dr. Martyn Woodward from CMU's School of Art and Design.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Postgraduate Certificate Teaching in Higher Education CPD Event Reflection Template⁵

Event	Leisure Studies Association Annual Conference, University of Bath
Date/s	12 th July 2018

	I was invited to present a research paper in conjunction with a research colleague, Dr. Geoff Nichols from Sheffield University, at the Leisure Studies Association⁶ (LSA) annual conference at the University of Bath⁷. As Geoff was on annual leave at the time, I presented by myself on the main findings of a report we had produced entitled 'Promoting volunteering in sport: which policies in other European countries have potential to promote sports volunteering in England?', based on the European wide study of volunteering and social inclusion in sport that we had been contributing to⁸. This was an excellent CPD opportunity for myself as, firstly, it was only my second time presenting at a conference, and secondly, I was able to witness the keynote speaker's presentation in the morning, as well the presentations by two other speakers during the afternoon session. Each speaker was asked to limit their presentations to 20 minutes, followed by a 10 minute Q&A session. Copies of the presentation had to be forwarded in advance.
	Participating in this CPD event demonstrates commitment to the three main dimensions of the UKPSF (HEA, 2011) as: engaging in CPD and incorporating research is one of the five key areas of activity (A5); I am developing my core knowledge of the subject material (K1) through participating in research; and demonstrating the professional values (V3) by using the outcomes from my research, and those of other LSA members, to inform my teaching.

⁵ The format for the template is based on Terry Borton's (1970) 3 stem questions: '**What?**', '**So What?**' and '**Now What?**', which were further developed by John Driscoll (1994, 2000, 2007), who matched the 3 questions to the stages of an experiential learning cycle.

⁶ The LSA was founded in 1975 and is a UK and international membership of people with professional and personal interests in the study of leisure.

⁷ Details of the LSA 2018 annual conference can be found here:

<https://www.bath.ac.uk/events/leisure-studies-association-lsa-annual-conference-2018/>

⁸ A copy of the report is available here:

https://www.sheffield.ac.uk/polopoly_fs/1.738134!/file/SIVSCE-report_final.pdf

	As this was my first experience of presenting a paper at an academic conference, I travelled down to Bath the night before in order to arrive in plenty of time and so I could rehearse my presentation the night before. My presentation went well although I felt I rushed through it a little too quickly. I was also disappointed with the Q&A session and feedback from delegates as it was very minimal, but this was probably due the position of the presentation in the conference's final presentation on Thursday afternoon. Observing the two other presenters during my session was highly instructive, however, as their styles were opposite, and this encouraged me to reflect on my own style. The first presenter had clearly rehearsed his presentation many times as it was timed to perfection and well-paced throughout.
 NOW WHAT?	I left the conference feeling I had gained a good insight to the world of academic research conferences, and can also see how these are clearly aligned to aspects of the UKPSF. I therefore plan to continue my research work and shall endeavour to attend future LSA and other research conferences when I have papers to present.

Postgraduate Certificate Teaching in Higher Education
CPD Event Reflection Template⁹

Event	UWTSD Faculty of Business and Management, Staff Feedback Day
Date/s	Thursday 6th September 2018

	The Faculty Feedback Day is an annual “away day” that all UWTSD’s Business and Management Faculty staff are invited to. It is scheduled during the first week of September in order to act as a lunch pad for the forthcoming academic year. It usually takes place at Llanelli’s Stradey Park Hotel, which provides a mid-point between Carmarthen and Swansea. The day consists of two main elements. Firstly, updates and announcements from the Faculty’s leadership team, and secondly, the sharing of good practice by staff via short 5 minute individual presentations. The conference has a specific theme each year, which provides a steer to those staff willing to deliver a presentation. This year’s theme was “Innovation in Learning and Teaching and preparing students for employment,” which I anticipated would contribute to be development regarding the HEA’s UKPSF. Staff wishing to contribute to the feedback session were required to provide a brief summary of their presentation to the event organisers by August 17th. I chose not to do so this year as I wanted to concentrate on observing and listening to my colleagues presenting.
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⁹ The format for the template is based on Terry Borton’s (1970) 3 stem questions: **‘What?’**, **‘So What?’** and **‘Now What?’**, which were further developed by John Driscoll (1994, 2000, 2007), who matched the 3 questions to the stages of an experiential learning cycle.

 SO WHAT?	I found all of the staff presentations very insightful this year, and I noticed a clear trend amongst my faculty peers away from traditional lectures using Powerpoint slides towards a more student centred and student driven approach to learning. I found the presentations by Dr. Alex Ball and Dr. Antje Cockerill particularly illuminating and inspiring. Dr. Ball reminded us that “a lot of learning is not done in the classroom,” and has therefore introduced additional student centred learning activities, including pre lecturing learning activities on Moodle and small group problem solving activities during lectures to increase student engagement. Dr. Cockerill has introduced more “on the spot” presentations and tasks, which break up friendship groups, to create a sense of urgency “keep students on their toes.” Attending this CPD event has contributed to my development regarding all 3 dimensions of the UKPSF, particularly regarding the designing and planning of learning activities (A1) and effective approaches to student support and guidance (A4); whilst bolstering my core knowledge (K2 & 3) and reinforcing the professional values that I try to uphold.
 NOW WHAT?	To some extent, I was reassured by what I heard via the staff presentations as I have been trying to embed more student centred and student driven learning activities into the modules I deliver at UWTSO and Cardiff Met. University. However, I need to move much more in this direction and lower my dependency on slides during lectures. In particular, I need to develop more engaging pre/independent learning activities, especially online resources via Moodle and other emergent technologies.

List of References for 3 x CPD Reports

Higher Education Academy (2011). *The UK Professional Standards Framework for teaching and supporting learning in higher education*. [Online] Available at:

<https://www.heacademy.ac.uk/system/files/downloads/UK%20Professional%20Standards%20Framework.pdf> [Accessed 08.04.2019].

Lizzio, A. (2011). *The student lifecycle: An integrative framework for guiding practice*. Brisbane, Australia: Griffith University.

Syneck, S. (2009) *Start with Why: How great leaders inspire everyone to take action*. Portfolio.

TASK 3

Poster of a Reflective Teaching Intervention

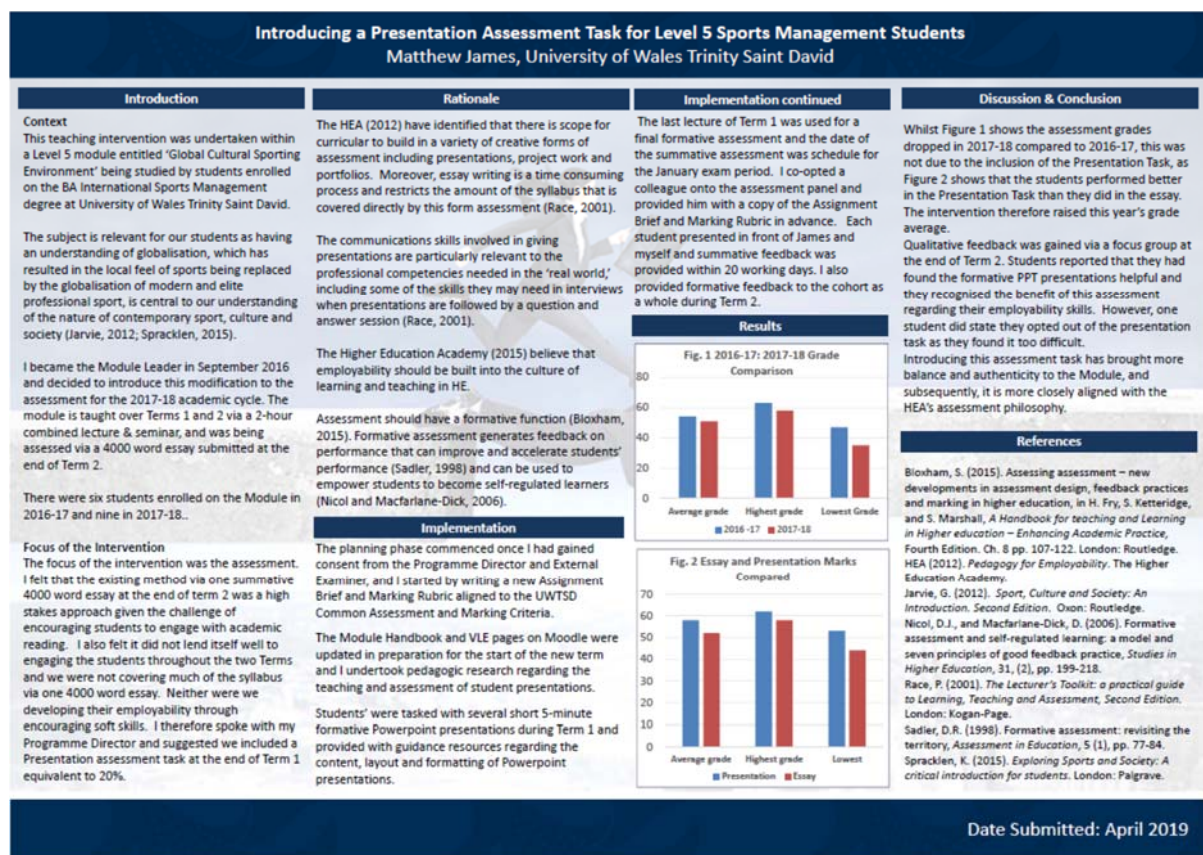
Task 3 Poster of a Reflective Teaching Intervention Cycle (landscape)

Introducing a Presentation Assessment Task for Level 5 Sports Management Students Matthew James, University of Wales Trinity Saint David

Introduction	Rationale	Implementation continued	Discussion & Conclusion
Context This teaching intervention was undertaken within a Level 5 module entitled 'Global Cultural Sporting Environment' being studied by students enrolled on the BA International Sports Management degree at University of Wales Trinity Saint David. The subject is relevant for our students as having an understanding of globalisation, which has resulted in the local feel of sports being replaced by the globalisation of modern and elite professional sport, is central to our understanding of the nature of contemporary sport, culture and society (Jarvie, 2012; Spracklen, 2015). I became the Module Leader in September 2016 and decided to introduce this modification to the assessment for the 2017-18 academic cycle. The module is taught over Terms 1 and 2 via a 2-hour combined lecture & seminar, and was being assessed via a 4000 word essay submitted at the end of Term 2. There were six students enrolled on the Module in 2016-17 and nine in 2017-18. Focus of the Intervention The focus of the intervention was the assessment. I felt that the existing method via one summative 4000 word essay at the end of term 2 was a high stakes approach given the challenge of encouraging students to engage with academic reading. I also felt it did not lend itself well to engaging the students throughout the two Terms and we were not covering much of the syllabus via one 4000 word essay. Neither were we developing their employability through encouraging soft skills. I therefore spoke with my Programme Director and suggested we included a Presentation assessment task at the end of Term 1 equivalent to 20%.	The HEA (2012) have identified that there is scope for curricular to build in a variety of creative forms of assessment including presentations, project work and portfolios. Moreover, essay writing is a time consuming process and restricts the amount of the syllabus that is covered directly by this form assessment (Race, 2001). The communications skills involved in giving presentations are particularly relevant to the professional competencies needed in the 'real world,' including some of the skills they may need in interviews when presentations are followed by a question and answer session (Race, 2001). The Higher Education Academy (2015) believe that employability should be built into the culture of learning and teaching in HE. Assessment should have a formative function (Blokhman, 2015). Formative assessment generates feedback on performance that can improve and accelerate students' performance (Sadler, 1998) and can be used to empower students to become self-regulated learners (Nicol and Macfarlane-Dick, 2006). Implementation The planning phase commenced once I had gained consent from the Programme Director and External Examiner, and I started by writing a new Assignment Brief and Marking Rubric aligned to the UWTSD Common Assessment and Marking Criteria. The Module Handbook and VLE pages on Moodle were updated in preparation for the start of the new term and I undertook pedagogic research regarding the teaching and assessment of student presentations. Students were tasked with several short 5-minute formative PowerPoint presentations during Term 1 and provided with guidance resources regarding the content, layout and formatting of PowerPoint presentations.	The last lecture of Term 1 was used for a final formative assessment and the date of the summative assessment was scheduled for the January exam period. I co-opted a colleague onto the assessment panel and provided him with a copy of the Assignment Brief and Marking Rubric in advance. Each student presented in front of James and myself and summative feedback was provided within 20 working days. I also provided formative feedback to the cohort as a whole during Term 2. Results Fig. 1. 2016-17: 2017-18 Grade Comparison Fig. 2 Essay and Presentation Marks Compared	Whilst Figure 1 shows the assessment grades dropped in 2017-18 compared to 2016-17, this was not due to the inclusion of the Presentation Task, as Figure 2 shows that the students performed better in the Presentation Task than they did in the essay. The intervention therefore raised this year's grade average. Qualitative feedback was gained via a focus group at the end of Term 2. Students reported that they had found the formative PPT presentations helpful and they recognised the benefit of this assessment regarding their employability skills. However, one student did state they opted out of the presentation task as they found it too difficult. Introducing this assessment task has brought more balance and authenticity to the Module, and subsequently, it is more closely aligned with the HEA's assessment philosophy. References Blokhman, S. (2015). Assessing assessment – new developments in assessment design, feedback practices and marking in higher education, in H. Fry, S. Ketteridge, and S. Marshall, <i>A Handbook for teaching and Learning in Higher education – Enhancing Academic Practice</i>, Fourth Edition, Ch. 8 pp. 107-122. London: Routledge. HEA (2012). <i>Pedagogy for employability</i>. The Higher Education Academy. Jarvie, G. (2012). <i>Sport, Culture and Society: An Introduction</i>. Second Edition. Oxon: Routledge. Nicol, D.J., and Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice, <i>Studies in Higher Education</i>, 31, (2), pp. 199-218. Race, P. (2001). <i>The Lecturer's Toolkit: a practical guide to Learning, Teaching and Assessment</i>, Second Edition. London: Kogan-Page. Sadler, D.R. (1998). Formative assessment: revisiting the territory, <i>Assessment in Education</i>, 5 (1), pp. 77-84. Spracklen, K. (2015). <i>Exploring Sports and Society: A critical introduction for students</i>. London: Palgrave.

Date Submitted: April 2019

Task 3 Poster of a Reflective Teaching Intervention Cycle (portrait)



TASK 4

Reflective Report of a Teaching Intervention Cycle

Task4 Reflective Report of a Teaching Intervention Cycle

Intervention title: Incorporating industry guest speaker presentations within a Level 6 work-based learning module
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Context

The opportunity for the above teaching intervention came via the part time lecturing position I have held at Cardiff Metropolitan University (CMU) since September 2016. I commenced this post during induction week of the 2016-17 academic year and was assigned the Module Leader (ML) role for a Level 6 work-based learning (WBL) module entitled “Applied Sport Development.” The module combines 80 hours of student placement experience with 50 hours of scheduled contact time via lectures/seminars, and 60 hours of independent study (see Appendix A below). This module is a core (compulsory) module for students enrolled on the three-year BSc Sport Development degree programme. The numbers enrolled on the programme have been falling slightly over the past 3 years. There were 21 enrolled during my first year as ML in 2016-17, 19 in 2017-18 and there are currently 13 enrolled in 2018-19.

After a brief meeting with the previous Module Leader during induction week I decided to not change any aspect of the Module during my first year (2016-17) as the academic year had already started; and I was simultaneously starting another part time lecturing post at UWTSD in the very same week, having just left my position as a Sports Development Officer (SDO) at Powys County Council. My first year of full time lecturing was therefore especially busy, as I had to acclimatise to life and fresh responsibilities at two higher education institutions (HEIs).

The introduction of student tuition fees in 1998 and subsequent increases have fostered a consumerist ethos amongst students of expecting value for money and getting their money’s worth (Quality Assurance Agency (QAA), 2013). Moreover, students and their families increasingly see tuition fees as an investment in their future careers, and therefore, have become more focussed on what HEIs can do to improve their immediate and long-term employment prospects (HEA, 2015). Employability has therefore become a “buzzword” amongst HE professionals and all

HEIs have been tasked with embedding employability within their policies and practices (HEA, 2015). Work-based learning (WBL) modules are one example of the many flexible approaches in teaching and learning that HEIs have introduced for the twenty-first century learners in an effort to ‘develop curricula for engaging learners and workplace partners in order to widen access to HE’ (Nottingham, 2016, p. 790).

Yorke provides a good working definition of employability (2006, p.8), in a report for the HEA:

‘A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy’

The Higher Education Academy (2015) believe that employability should be built into the culture of learning and teaching in HE, and state that embedding employability in HE is particularly relevant to the following dimensions of the UK Professional Standards Framework (UKPSF): activities A2 and A4; Knowledge K1, K2 and K5, and values V2, V3 and V4. The School of Sport and CMU, for example, has been committed to Enabling the Development of Graduate Employability (EDGE), which “focusses on helping students to develop their academic and employability skills as well as personal attributes” (CMU, 2017, p.1).

The increased emphasis on employability has also been fed by labour market conditions, which within the sports development industry have been adversely affected by the policy of austerity (Parnell, Spracken and Millward, 2017). This has resulted in substantial cuts to local government sports development & leisure services, and fewer graduate employment opportunities as a result. I was acutely aware of this having just left my SDO role in local government, and could therefore empathise with the concerns of students enrolled on this module. I was therefore keen to help the students enhance their employability prospects by introducing industry guest speakers to this module.

Focus of the Intervention - *What I wish to change and why?*

Within professional learning, enquiry is a tool to support practitioners to interrogate and improve their practice to have a positive impact in the learning of their students (General Teaching Council for Scotland, no date). There are many different methods of enquiry, however, one that I have found useful as a framework for these teaching interventions is Action Research, which can be defined as “research carried out within your practice to improve pedagogy to support student attainment and achievement” (GTTS, no date, no page), and is depicted as a cyclical process in the figure below.



Figure 1: Action Research Model, retrieved from General Teaching Council for Scotland.

Therefore, to identify the focus of the intervention I reflected on the module’s aims and learning outcomes throughout my first year of delivering the module; during the lectures I delivered and via conversations I had with students and colleagues, whilst marking assignments, and finally during the Summer term when I was writing up the Module Evaluation Report for the external examiner. In this way, therefore, I was effectively reflecting both “in action” and “on action” (Schon, 1983). I also looked at the attendance records for the lectures to see if there were any issue and/or trends; and finally, I spoke with the Programme Director for Sports Development, Dr. Alex McInch. Alex informed me that the School of Sport was going to embark on a full

programme review in 12 months' time, and therefore advised me not to make any changes to the assessment method, as it would not be worthwhile making the necessary modifications to the module descriptor. Similarly, it was not possible to remove or change the WBL element of the module as this would have represented a major change to the module's learning outcomes (Appendix A). However, this was never one of the options under consideration as it was clear that the students valued this element very highly. Moreover, this aligned with research on WBL that shows developing a 'tripartite relationship' between the employer, employee and HEI produces benefits for all parties and leads to increased human capital (Basit *et al.*, 2015, p. 1005). In addition, WBL is an effective way of increasing student employability (Cottrell, 2015; Dacre Pool and Sewell, 2007) and many of the ideas used in WBL pedagogy align with mainstream HE practices such as reflective practice (Schon, 1987; Siebert and Walsh, 2013) and experiential learning (Dewey, 1910; Kolb, 1984).

My thinking clarified whilst I was writing up the module report, as by this stage the pressure that comes with your first year as a lecturer was beginning to subside, and I consequently had much better opportunities for reflection. I consequently identified a number of issues that I believed could be improved via inviting industry guest speakers to engage with the students during some of the 50 hours of scheduled contact time. The issues that I identified were as follows:

1. A drop off in attendance during Term 2 as students became increasingly fixated on their dissertations due in two weeks before the end of Term 2.
2. A lack of engagement during lectures.
3. Student pessimism about their employability prospects.
4. A general deficiency in their written assessments at being able to critically analyse the practice of sport development by relating their WBL experience to theories and understanding of sport development (see assignment briefs in Appendix A).

I also felt that this type of intervention was realistic and achievable as I would be able to utilise my own industry contacts from my time working in sport development in South Wales with both Hockey Wales and Powys County Council. This intervention

would also align with many aspects of the UKPSF, such as for example, designing and planning learning activities (A1) and developing effective learning environments and approaches to student support and guidance (A4).

Rationale for the intervention: *How will it improve teaching practice?*

Having identified the focus of the intervention the next stage of the process involved reviewing academic literature related to the use of industry guest speakers within HE, in order to help me plan and implement the intervention, leading to an improvement in teaching practice. This therefore mirrored the initial stages of Action Research as depicted in Figure 1 above.

Laist (2015, no page) describes inviting guest speakers into the classroom as a 'classic teaching strategy' and 'a growing body of literature' now exists to support the use of guest speakers as 'an invaluable educational tool and innovative active learning strategy' (Riebe *et al.*, 2013, p. 57). Active learning strategies such as guest speakers, are described as such as they require students to do more than listen passively – 'they must participate, evaluate and reflect on their educational experiences' (*ibid*). Active learning can also 'foster positive attitudes and an in-depth approach to learning and encourage critical thinking' (*ibid*).

The reported benefits of guest lecturing typically concern providing students with access to other or 'real world' (industry) perspectives, adding variety to the classroom routine, enriching the curriculum, assisting students with future career choices and informal networking opportunities, all of which can increase student engagement and demonstrate that learning is a collaborative enterprise (Laist, 2015; Li and Guo, 2015; Riebe *et al.*, 2013). Moreover, research by Riebe *et al.* (2013, p.58) has also shown that guest speakers programmes can reinforce the significance of key employability skills for future career success; when 'students recognise that learning employability skills is relevant content', and guest speakers content is 'industry aligned', and speakers provide 'relevant and specific examples of the use of employability skills in the 'real world''. In addition, Albrecht (2012), drawing on social constructivist learning theory that suggests collaboration between students and others from outside the HEI is essential for efficacious learning (Eveleth & Baker-Eveleth, 2009), argues that guest lectures can be used to reinforce material learned

after the theoretical context of topics has been explained and discussed in previous lectures and assignments.

Challenges Associated with Industry Guest Speaker Programmes

Laist (2015, no page) reports that presentations by guest speakers 'are often plagued by a variety of design flaws that hinder their educational effectiveness,' whilst Riebe *et al.* (2013, p. 57) state 'the recruitment of guest speakers can often be problematic'. Riebe *et al.* (ibid) also refer to studies by Lashley (2011) and Snizek (2005) which showed that 'the effective management of guest speakers, and securing the support of their employer organisations, can be difficult given all the daily operational needs that may take priority over the speaker event'. However, Riebe *et al.* (2013) declare that the main obstacles to the successful delivery of guest speaker programmes in large courses are time, money and support. Fortunately, neither of these obstacles presented a significant challenge regarding the guest speaker intervention that I was planning. Notwithstanding this, time would be the most challenging for me as planning a guest speaker programme does require more planning on behalf of the lecturer (Snyder, 2000).

The flaws referred to by Laist (2015) include: industry speakers including material that is either too technical or too basic, if they are unfamiliar with the level of the students in the class; repeating information the students have already learned or their material failing to connect with what the students already know, or are currently learning; presentations running either too short or too long; and failing to derive maximum impact from presentations when they are not aligned with the curricular aims and learning outcomes. Laist (2015) argues that the latter flaw occurs when lecturers see the guest speaker presentation as a 'compartmentalised event...outside of the regular class activity, rather than an essential part of the course material'.

Effective Organisation and Management of Guest Speaker Events

Laist (2015, no page) helpfully provides five strategies to assist lecturers derive maximum impact from industry speakers:

1. Communicate clearly with the guest about what the objectives of the class – e.g. supply the guest with a copy of the syllabus.

2. Establish expectations about the length of time the guest will speak.
3. Use time before and after the guest's appearance to establish connections between the guest's area of expertise and the learning objectives of the class.
4. Encourage guest experts to teach rather than simply to speak.
5. With the guest's permission, videotape the presentation and make the recording available to the class.

Other helpful strategies for the effective management of guest speaker events and programmes include:

1. Asking speakers to provide a CV or brief biography that can be shared with students prior to the event in order to 'humanise' them (Payne *et al.*, 2003).
2. Screening potential guest speakers via CVs and reference checks (Poling, 2000).
3. Selecting guest speakers on the basis of their personality and enthusiasm rather than their prestige (Fedoryshyn and Tyson, 2003).
4. Meeting with guest speakers prior to the event to help the speaker understand more fully the requirements of the presentation (Riebe *et al.*, 2013, p.59).
5. Continuous follow-up to ensure guest speakers are available for their allotted class (Riebe *et al.*, 2013, p.59).

Finally, studies by Eveleth and Baker-Eveleth (2009) and Li and Gou (2015) have shown that guest speaker programmes are most effective when students are actively engaged in their guest lecturing process, as opposed to passive learners, via a student-centred approach that draws on social constructivism and experiential learning theories (Dewey, 1910; Kolb, 1984). This can entail teams of students identifying the guest speakers, reviewing course content to determine questions for the guest speaker, course representatives having responsibility for interviewing the guest speaker, using students to film the presentations, and students having the chance to reflect their thoughts through discussion boards and essays (Li and Gou, 2015). Measures such as these can increase the sense of uniqueness, perceived credibility and excitement around guest speakers amongst students (Eveleth and Baker-Eveleth, 2009; Li and Gou, 2015).

Implementation: *Description and evaluation of the change undertaken?*

Once I had completed my research activity (A5) and decided that introducing industry guest speakers was a feasible and appropriate teaching intervention, I then commenced the planning and implementation phases, again mirroring the Action Research model in Figure 1. The activities I undertook during these phases included the four other UKPSF's areas of activities (A1-4). Described below are the steps I took in chronological order and the rationale behind my decision making.

Planning Phase

I decided to schedule the guest speaker presentations entirely in Term 2 (see Module Handbook in Appendix 1) as I believed this would help boost attendance at lectures during this term, which was an identified issue (#1). I also hoped that the guest speaker insights would help to reinforce the theory and concepts covered during Term 1, in accordance with social constructivist and experiential learning theories (Albrecht, 2012; Eveleth & Baker-Eveleth, 2009); resulting in increased student engagement during lectures (issue #2), and more critical evaluation of sport development and WBL theory in their academic writing (issue #4). This also allowed me sufficient time during Term 1 to contact potential guest speakers, establish their willingness to support and outline the learning objectives and nature of the presentation (location, level, presentation length, and classroom apparatus). This was done either via face-to-face meetings or via email, depending on the location of the guest speakers. The presentation style of the guest speakers was established and if they were planning to use Powerpoint slides I asked if they would willing for me to retain a copy of them for the students virtual learning environment (VLE).

I drew up a short list of guest speakers from my own industry contacts, whom I thought would be able to provide students with 'real world' industry insights, including examples of relevant employability skills for future career success (issue #3), and whom I thought would be enthusiastic and engaging speakers. A schedule of speakers was drawn up and inserted into the Module Handbook (Appendix A), which served to notify the students, and this was updated with amendments during the course of Term 1. The Module Handbook was available to students to download from the CMU VLE (Moodle). I was happy with the range of guest speakers,

numbering six in total, and drawn from the voluntary and public sectors, where sports development is largely practiced.

Implementation Phase

I contacted guest speakers a week before their presentation to remind them and check that they were able to speak to the students. I suggested meeting at the main reception desk 45 minutes before the presentation was due to start, so that we could chat over any concerns before entering the classroom. I provided students with a brief verbal biography of the speakers in the preceding week to increase the students' expectations and to help them to think of appropriate questions to put to the guest speaker. I was able to do this, as I knew each of the guest speakers well. However, on reflection, it would have been better to request a written biography from each of the guest speakers as this could have been forwarded to every student, including those not in attendance.

I acted as the facilitator at each of the guest speaker presentations; introducing the speakers, facilitating the Q&A session after speakers had finished presenting, and thanking the guest speakers on behalf of CMU, the students and myself. I later uploaded the guest speakers Powerpoint slides to Moodle, if they had consented to this, so that the students could refer back to them.

Evaluation Phase

I evaluated the interventions impact on teaching practice throughout Term 2, and afterwards whilst evaluating the module and writing up the Module Report. I began by observing the students during the guest speaker presentations to see how engaged they were whilst the speakers were presenting and during the Q&A, which was easy for me to do as the class size was relatively small. Although the students were quite passive whilst the speakers were presenting, I felt that they did become active learners when the guest speakers directed questions towards them, and afterwards during the Q&A sessions. The active learning was most effective when guest speakers behaved more like teachers than speakers, which aligns with Laist's (2015) recommendation, and had prepared small group tasks based on 'real world' scenarios, and quizzes for the students to complete. I also sought feedback from the guest speakers over a coffee after they had presented.

I also kept a register of attendance at lectures in order to determine if the industry guest speaker programme succeeded in preventing attendance levels from dropping in term 2, and compared the 2016-17 and 2017-18 figures.

Table 1: Comparison of average weekly attendance at lectures

	2016-17	%	2017-18	%
Term 1	15.4	-36%	10.5	-26%
Term 2	9.8		7.8	

Table 1 above illustrates that whilst the drop off in attendance was less significant than in the previous year, there was still a 26% drop off in average attendance. This indicates that the intervention appears to have had a positive effect on student engagement with lectures, however, there is still significant room for improvement.

Finally, qualitative and quantitative data was also collected via a standardised module evaluation questionnaire (Appendix D) and a brief focus group with students after the final lecture of the Module. However, this was somewhat of a missed opportunity as although a few students (3) cited the guest speakers when responding to the question “*Were there any parts of the module that were especially good?*”, it would have been more useful to draft a specific questionnaire for the guest speaker sessions.

Final Thoughts and Next Steps

I certainly feel that the introduction of industry guest speakers did succeed in enriching the students learning experience and it is clearly a good method for lecturers to maintain their industry knowledge and HEIs to develop partnerships. The intervention did have a demonstrably positive impact on three of the issues I had identified, but it was not possible to determine the impact it had on their academic writing.

I shall therefore repeat this intervention in 2018-19 and administer a specific survey to ascertain the extent to which students feel the guest speaker presentations benefit their understanding of employability skills for career enhancement and their

understanding of the subject's theories and concepts in terms of their WBL experiences and critical evaluation. Whilst the research evidence suggests the impact of guest speaker presentations could be enhanced via a more student centred approach to the planning and organisation of the events (Eveleth and Baker-Eveleth, 2009, and Li and Gou, 2015), I feel that next year is not the time to conduct such a radical overhaul given the programme review will be commencing.

In conclusion, therefore, despite the limitations of the data collection and evaluation, it is clear that an appropriately briefed, qualified, interesting and engaging guest speaker can play an important role in active learning by exposing students to the 'real world' of the workplace.

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Appendix A: Module Handbook



Cardiff School of Sport
Ysgol Chwaraeon **Caerdydd**

Cardiff Metropolitan University

SSP6005 Applied Sport Development

Module Handbook

Sport Development - Core

**Academic Year
2017-18**

SSP6005 Applied Sport Development

1.0 Aims of the Module

This module aims to develop critical skills that will assist students in a work based sport development context and enhance their understanding of theory to practice.

The student will source an appropriate placement within an approved partner organisation, normally within a sport development environment.

2.0 Learning Outcomes

By the end of this module students should be able to:

1. Identify and critically analyse the current challenges for the sport development sector.
2. Demonstrate an understanding of the operational context for sport development.
3. Critically assess the practice, operation and evaluation of the sport development process.
4. Demonstrate autonomy by undertaking work based learning into the practice of sport development.

3.0 Teaching Team

Module Leader: Matt James (V1.06) MRJJames@cardiffmet.ac.uk

<u>Staff</u>	<u>Room Number</u>	<u>Telephone</u>	<u>E-mail</u>
Andy Evans	Room V1.06		amevans@cardiffmet.ac.uk
Elizabeth Lewis	Room V1.06	6595	eaolewis@cardiffmet.ac.uk
Alex McInch	Room V1.06	5402	amcinch@cardiffmet.ac.uk

4.0 Teaching and Learning Methods

Learning Method	Rationale	Type of contact (scheduled/non contact)	Total hours
Placement	To explore the realities and implications of theory to practice through action research and learning in a controlled organizational context	Non-contact	80
Lectures	To provide content related knowledge and a starting point from which students are motivated to explore further	Scheduled	20
Seminar / Tutorials	To provide an opportunity to actively contribute to/engage in learning within a small group setting, via discussions with both peers and the seminar tutor(s). These sessions are student-led and facilitated by the tutor and provide a good opportunity to develop a good level of rapport with both peers and tutors.	Scheduled	30
Guided independent study	Facilitate the process of autonomous learning	Non-contact	60
E-Learning	To engage students outside of formal contact times and develop knowledge and understanding in addition to personal and professional skills.	Non-contact	10

5.0 Teaching Schedule

Teaching schedule

Teaching will take place in Term 1 and Term 2 with additional assessment support.

Lectures

Group / Programme(s)	Day	Time	Room
Sport Development	Tuesday	13:00 – 15:00pm	C1.03

Off Site Events

As part of the Module all students are required to attend:

CMU Sport Graduate Fair – Tuesday 24th October 2017
Students will need to visit the fair on the Cyncoed Campus.

Transitioning into Work – Workshop – Various
The Careers Service will be hosting a number of these workshops in order to complete this series of learning events.

6.0 Lecture Schedule

Teaching Week	CMU Week No.	Week commencing	Day	Start Time	Staff	Sessions Details	Room
1	9	25/09/2017	Tues	1300-1500	MJ / EL	Module Overview – Sport Development / Career Hub	C.103
2	10	02/10/2017	Tues	1300-1500	MJ	Practice of Sports Development	C.103
3	11	09/10/2017	Tues	1300-1500	MJ	Project MGT and Planning for SD	C.103
4	12	16/10/2017	Tues	1300-1500	MJ / AE	Policy Context	C.103
5	13	23/10/2017	Tues	1300-1500	MJ	Cardiff Met Grad Fair	C.103
6	14	30/10/2017	Tues	1300-1500	MJ	Environmental Scanning & Evaluating Interventions	C.103
7	15	06/11/2017	Tues	1300-1500	AM	Management Theory for Sport Development	C.103
8	16	13/11/2017	Tues	1300-1500	MJ	Operating Environment & Partnership working	C.103
9	17	20/11/2017	Tues	1300-1500	MJ	Operating Environment & Managing Volunteers	C.103
10	18	27/11/2017	Tues	1300-1500	MJ	Environmental Scanning & Opportunity Recognition	C.103
11	19	04/12/2017	Tues	1300-1500	MJ	Monitoring & Evaluating Performance	C.103
12	20	11/12/2017	Tues	1300-1500	MJ	WRIT 1 drop-in surgery	C.103
Christmas Vacation							
13	25	15/01/2018	Tues	1300-1500	MJ	Project drop-in surgery OR Semester 1 review and WRIT 1 feedback	C.103
14	26	22/01/2018	Tues	1300-1500	MJ	Guest Speaker – Nicola Bolton	C.103
15	27	29/01/2018	Tues	1300-1500	MJ/ Guest	Richard Thomas – Sported	C.103
16	28	05/02/2018	Tues	1300-1500	MJ/ Guest	Vicki Sutton – Welsh Sports Association	C.103
17	29	12/02/2018	Tues	1300-1500	MJ/ Guest	Carl Scales – Welsh Rugby Union	C.103
18	30	19/02/2018	Tues	1300-1500	MJ/ Guest	Rhodri Edwards – Fields in Trust	C.103
19	31	26/02/2018	Tues	1300-1500	MJ/ Guest	Managing Change	C.103
20	32	05/03/2018	Tues	1300-1500	MJ	Project Review	C.103
21	33	12/03/2018	Tues	1300-1500	MJ	Fay Benningwood – Sport Cardiff	C.103
22	34	19/03/2018	Tues	1300-1500	AM / MJ	Reflective Writing	C.103
Easter Vacation							
23	38	16/04/2018	Tues	1300-1500	MJ	Project drop-in surgery	C.103
24	39	23/04/2018	Tues	1300-1500	MJ / AM	Module wrap-up	C.103
25	40	30/04/2018	Tues	1300-1500	MJ	Assignment drop in	C.103

7.0 Assessment

The module will be assessed by two methods, outlined below. The two assessments are called WRIT1 and WRIT2.

Assessment Overview

Assessment Code	Assessment Type	Assessment weighting	Method of Submission
WRIT1	2,000 words	40%	Turnitin wk 20
WRIT2	3,000 words	60%	Turnitin wk 40

Assessment Details

WRIT 1 – Essay (40%) 2000 words

Students are required to plan the work placement and demonstrate an understanding of sports development, its operating environment, the rationale for the chosen focus. Students are required to produce a project plan / action plan for their work based learning experience.

Introduce Sport Development and the Project

Define sport development and summarise the project's main purpose (250 words).

Explain the Organisation and Its Environment

Introduce the organisation, further information can be signposted and provided at Appendix A. This section should also explain the environment and produce a PEST analysis which should be submitted as Appendix B (750 words).

Project Proposal and Plan - Links to Sport Development

This section will set out the project plan for work experience. It will articulate the purpose of the work based learning experience. It is anticipated that students will either be involved in mounting a small scale sport development initiative OR monitor and evaluate one that is existing. Successful sport development will result in increased participation and / or improved performance and students should set out an understanding of this. Students should also identify and explain the potential challenges and benefits associated with the selected project. A project plan (Gantt chart) should be provided as an Appendix C (750 words)

Conclusion

Summarise the assignment and relate back to sport development (250 words).

Assessment Criteria

Specific assessment guidance will be provided during lectures, seminars and via Moodle together with the ongoing feedback received as part of the portfolio submissions.

SUBMISSION DETAILS:

WRIT 1 should be submitted via Turn-it-in (Moodle) by Friday 15th December before 2pm.

WRIT1 will assess the following learning outcomes:

1. Identify a current challenge for the sport development sector as the basis of your work based learning.
2. Demonstrate an understanding of the operational context for sport development.
3. Demonstrate autonomy by undertaking work based learning into the practice of sport development.

WRIT 2 – Essay (60%) 3000 words

Students are required to critically analyse the practice of sport development by relating their work based learning experience to theories and understanding of sport development. Students will be expected to understand and critically evaluate the processes involved in the practice of sport development (planning, implementing, monitoring, and evaluating).

Executive Summary and Recommendations

High level overview of project and summarise the recommendations (250 words).

Explain the Process and Methods Used

The process undertaken will be outlined – either in terms of mounting a project or evaluating one. The techniques used will also be outlined (500 words).

Findings, Critical Analysis and Reflection

This section will provide the findings that emerge from your work experience project. You should be able to demonstrate how your work has developed during the course of your work experience period. If you are mounting a project you may keep a reflective log / diary whereas if you are undertaking an evaluation you will be considering the evidence you have acquired in a critical fashion.

A key aspect of this section will be your ability to engage critically in an analysis of sport development. Based on your experiences you are expected to provide as a minimum a SWOT analysis (provided as an appendix) of the organisation. In addition you are also required to review the principles and practice of sport development terms drawing on the academic literature. The final section will be a short summary that provides a reflective account of your experience. You should use a relevant model and draw on academic sources to support your writing (2,000 words).

Conclusion

Summarise the assignment and relate back to sport development (250 words).

Assessment Criteria

Specific assessment guidance will be provided during lectures, seminars and via Moodle together with the ongoing feedback received as part of the portfolio submissions.

SUBMISSION DETAILS:

WRIT 2 should be submitted via Turn-it-in (Moodle) by Friday 4th May before 2pm.

WRIT2 will assess the following learning outcomes:

1. Identify a current challenge for the sport development sector as the basis of your work based learning.
2. Demonstrate an understanding of the operational context for sport development.
3. Demonstrate autonomy by undertaking work based learning into the practice of sport development.

Required reading:

[Robson, S., Simpson, K. & Tucker, L. \(2013\) *Strategic Sport Development*. Oxford: Routledge. \[Ebook\]](#)

Gray, D. E., (2004) *Learning through workplace: a guide to work based learning*. Cheltenham: Nelson Thornes

Recommended Reading:

[Beech, J. and Chadwick, S. \(eds.\) \(2013\). *The Business of Sport Management*. \(2nd edition\) Harlow: Pearson Education Ltd. \[ebook\]](#)

[Collins, M. \(2010\). *Examining Sports Development*. London: Routledge. \[Ebook\]](#)

[Girginov, V. \(2008\). *Management of Sports Development*. London: Butterworth-Heinemann. \[Ebook\]](#)

Bingham, R., & Drew, S. (1999). *Key work skills* Aldershot : Gower,

CardiffMet Career Development Services

<http://www3.uwic.ac.uk/english/student services/careers/pages/careershome.aspx>

Corfield, R. (2003). *Preparing your own CV* (3rd Edition) Kogan Page.

Cottrell, S. (2003). *Skills for success: the personal development planning handbook*. Basingstoke: Palgrave Macmillan.

Cottrell, S. (2005). *Critical thinking skills: developing effective analysis and argument*. Basingstoke: Palgrave Macmillan.

Critical Thinking and Writing: CardiffMet E-Support Resource:

<https://tsr.cardiffmet.ac.uk/Learning/AcSkills/Skills/Pages/Critical-thinking.aspx>

Heaney, C., Oakley, B. & Rhea, S. (2010) (eds) *Exploring sport and fitness: Work based practice*. London: Routledge

[Houlihan, B. and Green, M. \(eds\) \(2010\). *Routledge Handbook of Sports Development*. London: Routledge \[ebook\]](#)

[Hylton, K. \(eds\) \(2013\) *Sport Development Policy, Process and Practice*. Oxford: Routledge. \[Ebook\]](#)

[King, N. \(2009\) *Sport policy and governance: local perspectives*. Oxford: Elsevier/Butterworth-Heinemann. \[ebook\]](#)

Wickham, P., and Wickham, L. (2007). *Management Consulting: Delivering an Effective Project*. London: FT/Prentice Hall.

Knowles, Z., Gilbourne, D., Copley, B., & Dugdill, L. (2013). *Reflective practice in the sport and exercise sciences: Contemporary issues*. London: Routledge.

Journals:

International Journal of Sport Policy and Politics

Managing Leisure

Appendix B: Work-based learning placement record sheet

CARDIFF MET WORK-BASED LEARNING PLACEMENT RECORD SHEET.

**This form must be completed on a daily/weekly basis following each
Work-Based Learning Placement session.**

Student Name and Student Number	
Placement Organisation:	

Date	Duration of Session	Brief description of tasks undertaken and identification of needs for following session. <i>(Consider also what key skills were used/developed during each session i.e. enhanced communication, leadership capabilities, problem solving skills)</i>	Hours completed

Date	Duration of Session	Brief description of tasks undertaken and identification of needs for following session. <i>(Consider also what key skills were used/developed during each session i.e. enhanced communication, leadership capabilities, problem solving skills)</i>	Hours completed
Total Hours Completed			

I confirm that the above statements are true to the best of my knowledge and belief;

Student Signature: _____ Date: _____

Placement Supervisor Signature* _____ Date: _____

*digital signature accepted when wet signature not available

Appendix C: Example Powerpoint slides used to manage increase student engagement with guest speaker programme

Slide depicting schedule of lectures and speakers for Term 2

Teaching Wk	CMU Wk	W/c	Day	Start Time	Staff	Sessions Details	Room
12	25	15/01/2018	Tues	1300-1500	MJ	Enhancement Week	C1.03
13	26	22/01/2018	Tues	1300-1500	MJ	Guest Lecture – Nicola Bolton (Calls for Action)	C1.03
14	27	29/01/2018	Tues	1300-1500	MJ	Guest Lecture: Richard Thomas, Sported	C1.03
15	28	05/02/2018	Tues	1300-1500	MJ	Guest Lecture: Vicki Sutton – Quill Sports	C1.03
16	29	12/02/2018	Tues	1300-1500	MJ	Guest Lecture: Carl Scales, WRU	C1.03
17	30	19/02/2018	Tues	1300-1500	MJ	Guest lecture: Rhodri Edwards, Fields in Trust	C1.03
18	31	26/02/2018	Tues	1300-1500	MJ	WRIT 2 PREP: Critical Analysis & Reflection	C1.03
19	32	05/03/2018	Tues	1300-1500	AM/ MJ	WRIT 2 PREP: Mounting & evaluating projects	C1.03
20	33	12/03/2018	Tues	1300-1500	MJ	Fay Benningwood- Sport Cardiff	C1.03
Dissertation deadline: 15th March 2018							
21	34	19/03/2018	Tues	1300-1500	MJ	Reflections on Sports Development (MJ)	C1.03
	35-37	26/03/2018	Easter Vacation		Easter Vacation		
22	38	16/04/2018	Tues	1300-1500	MJ	WRIT 2 recap and trouble shooting	C1.03
23	39	23/04/2018	Tues	1300-1500	MJ	WRIT 2 drop in tutorial	C1.03
24	40	30/04/2018	Tues	1300-1500	MJ	WRIT 2 drop in tutorial	C1.03
WRIT 2 Deadline: Friday 4 th May 2pm							



Slide used to remind students of guest speakers scheduled for Term 2.

Term 2 Guest Speakers











Slide used to prompt students to identify appropriate questions for Q&A.



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Questions for Guest Speaker – Areas of interest

- ☐ Policy and legislation: sport, planning, devolution
- ☐ Partnership working
- ☐ People management
- ☐ Lobbying and networking
- ☐ Fundraising
- ☐ Economic impacts
- ☐ Process and project management
- ☐ Marketing
- ☐ Communication
- ☐ Monitoring and evaluation
- ☐ CPD and career management

Slide used to initiate reflection on guest speakers during class.



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Points of interest from Guest Speakers?





Appendix D: Module Evaluation Questionnaire



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Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

2017-8 MODULE EVALUATION QUESTIONNAIRE

As part of our commitment to putting students at the heart of their experience we'd like you to fill in this short questionnaire about your module.

This questionnaire has been designed to allow anonymity. Should you choose to include your name, any feedback obtained will be held and processed confidentially in accordance with the Data Protection Act 1998.

Programme of Study	
Module Code	
Module Name	

Please check the box below that best matches your level of attendance on the module:

Full attendance	Missed some of the teaching sessions	Missed half of the teaching sessions	Missed most of the teaching sessions	Did not attend at all
☐	☐	☐	☐	☐

Please check ONE box to indicate your opinion about each statement with regard to this module.

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	N/A
Your contribution						
1. You were sufficiently prepared for the module's sessions.	☐	☐	☐	☐	☐	☐
2. You made appropriate contributions to the module's sessions	☐	☐	☐	☐	☐	☐
The teaching on my module						
3. Lecturers/tutors are good at explaining things.	☐	☐	☐	☐	☐	☐
4. Lecturers/tutors have made the subject interesting.	☐	☐	☐	☐	☐	☐
5. The module has challenged me to achieve my best work.	☐	☐	☐	☐	☐	☐
6. The module is intellectually stimulating.	☐	☐	☐	☐	☐	☐
Module content and structure						
7. The content of the module enabled me to meet the Learning Outcomes.	☐	☐	☐	☐	☐	☐
8. The module has provided me with opportunities to explore ideas or concepts in depth.	☐	☐	☐	☐	☐	☐
9. The module has provided me with opportunities to bring together information from different topics.	☐	☐	☐	☐	☐	☐
10. The overall structure of the module was clear and coherent.	☐	☐	☐	☐	☐	☐
Module delivery and organisation						
11. The aims and learning outcomes of the module were clearly stated.	☐	☐	☐	☐	☐	☐
12. Teaching methods were appropriate to the subject matter of the module.	☐	☐	☐	☐	☐	☐

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	N/A
13. I have had the right opportunities to work with other students as part of this module.	☐	☐	☐	☐	☐	☐
14. The module has been well organised.	☐	☐	☐	☐	☐	☐
15. Any changes in the teaching or timetable for the module have been communicated effectively	☐	☐	☐	☐	☐	☐
Assessment and feedback						
16. Marking and assessment have been fair (if you've only recently submitted or are about to submit, please check the N/A box).	☐	☐	☐	☐	☐	☐
17. The criteria used in assessment/markings have been specified clearly in advance of submission.	☐	☐	☐	☐	☐	☐
18. Feedback on my work has been timely (i.e. within 20 term-time days of submission) (if you are not yet due to receive feedback then please check the N/A box).	☐	☐	☐	☐	☐	☐
19. Where I have received feedback on my work, comments have been helpful (if you are not yet due to receive feedback then please check the N/A box).	☐	☐	☐	☐	☐	☐
Your voice						
20. My feedback on the module is listened to and valued	☐	☐	☐	☐	☐	☐
21. It is clear to me how my feedback on this module will be acted upon	☐	☐	☐	☐	☐	☐
Academic support						
22. I have received sufficient advice and guidance from staff in relation to the module.	☐	☐	☐	☐	☐	☐
23. I have been able to contact staff when I needed to.	☐	☐	☐	☐	☐	☐
24. Support materials on Moodle (handouts, assessment briefs, etc.) were accessible and relevant.	☐	☐	☐	☐	☐	☐
Resources						
25. I have been able to access specialised equipment, facilities, or rooms when I needed to for this module (if applicable).	☐	☐	☐	☐	☐	☐
26. The library resources (e.g. books, online services and learning spaces) have supported my learning well on this module.	☐	☐	☐	☐	☐	☐
27. The IT resources and facilities provided have supported my learning well on this module.	☐	☐	☐	☐	☐	☐

Were there any parts of the module that were especially good?
Are there any things you think we could do to improve and enhance the module?

Thanks for your responses.

TASK 5

**Assessment of my development
as a reflective practitioner**

Task 5 Assessment of my development as a reflective practitioner and analysis of future development needs

I have followed Gibbs' (1988) reflective cycle for this task to provide a clear structure and to demonstrate my development as a reflective practitioner.

Description

The past two and a half years have been my far the most demanding period of my working life. This is because I started two new lecturing posts within days of each other in September 2016, whilst I have also completed a dissertation for an MA in Sport & Recreation Management (Feb 2019), have contributed to a European wide study of volunteer and social inclusion in sport (Jan 2016-April 2019), and completed this PGCert tHE. I have therefore had a lot to reflect on, which I have done both '*in action*' and '*on action*', and in this sense, at least, I have resembled Schön's 'reflective practioner' (1983).

In relation to my roles as a lecturer at Cardiff Metropolitan University (CMU) and University of Wales Trinity Saint (UWTSD), I have primarily reflected on my performances in the lecture theatre, in seminars and tutorials (A2,A4); my ability to design and plan learning and assessment activities (A1); and to assess and give feedback to learners (A3). I have done this on a daily basis, in the moment (in action) and afterwards (on action), whilst, for example, alone in my office or driving home.

I have also reflected a great deal whilst undertaking the PGCert tHE portfolio tasks, whilst attending CPD events, observing colleagues, and engaging with the required reading (A5).

Feelings

At times during the past two and half years I have felt under significant pressure due to the workload associated with my lecturing, research and CPD commitments outlined above. This has been especially so at various workload "pinch points" such as marking deadlines, or when I have had an assignment or research paper deadline. However, I have never regretted the decision to change career and return

to the HE environment after a hiatus of nine years. I therefore feel confident that I made the right decision. I also feel that whilst the past few years may have been very challenging, my future professional developmental needs ought to be much less challenging.

I feel a lot more confident about my roles and responsibilities as a lecturer now that I am nearing the end of my third year. I still feel slightly anxious when lecturing in front of a large class of students and wish I could be less reliant on my lecture slides. However, I am able to cope with these feelings effectively and have learned not to be overly self-critical about my performances. I have also found the PGCert tHE reading resources helpful in this regard.

Evaluation

My experiences over the past two and half years, which have included leading several modules, personal and year tutoring, attending exam boards and liaising with external examiners, research work, programme review activities, field trips, and participating in widening access to HE activities, have enabled me to engage with every dimension of the UKPSF for teaching and supporting learning in HE. However, I am still, relatively speaking, a newcomer to lecturing, and thus, still have much to learn about the practice of teaching and learning in HE. I therefore need to use the forthcoming Summer term to properly reflect on the past few years, and really makes sense of it, in order consider my future developmental needs.

Analysis

I have been able to cope with the workload pressures of the past two and half years because I have been able to retain a healthy perspective (e.g. just do your best), but more importantly because of the collegiality I have experienced at both HEIs and the support I have had from my family. Moreover, as a result of observing other lecturers and speaking with fellow PGCert tHE students, I now understand what Gregson and Hillier (2015, p.27) mean when they refer to 'feeling part of a community of professional practice.'

Conclusion

Finally, as I reflect on the general statement about teaching and learning that I wrote two years ago for Module 1, it is clear how far I have travelled in terms of my knowledge and understanding. However, I remind myself that teaching is to some degree always an experiment (Gregson and Hillier, 2015), whilst I still need to clarify my own teaching and learning philosophy.

Action Plan

My action plan for the next 12 months consists of the following objectives that I hope will contribute to my continued development as a reflective practitioner and HE professional.

1. Observe two different colleagues per semester delivering a lecture, including one from outside my discipline.
2. Invite feedback from students regarding how I can make lectures and seminars more engaging.
3. Start a weekly diary of reflections on my lecturing activities.
4. Read two journal papers per week – one related to my discipline to enhance my subject knowledge (K1) and one related to teaching and learning in HE (K2-6).

References

- Gibbs, G. (1988). *Learning by Doing: A Guide to Teaching and Learning Methods*. London: Further Education Unit.
- Gregson, M., and Hillier, Y. (2015). *Reflective teaching in further, adult and vocational education*, 4th Edition. London: Bloomsbury.
- Schön, D.A. (1983) *The Reflective Practitioner: How Professionals Think in Action*. London: Temple Smith.

TASK 6

**Signed testament confirming
80 hours teaching**



Re. Matthew James PGCert HE Teaching Hours 2018-19

To whom it may concern

Please accept this letter as confirmation that Matthew James has completed comfortably in excess of the 80 hours teaching required for the PGCert HE programme during the current academic year 2018-19.

Yours sincerely,

A. Thomas

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