

Queen Mary Education Fellowship Scheme

The Account of Professional Practice Fellow Applicant – Sample M

General Notes:

1. This APP has been anonymised and has been made available as an example APP with the permission of the author. However, due to the personal nature of the document it is possible that you might recognise the work of a colleague. In this case please treat the document with the necessary confidentiality.

2. This example is considered a good APP and has passed the HEA Fellowship requirements of the UKPSF. However more recently, in addition to referencing to the UKPSF dimensions, demonstrating your engagement with educational literature and referencing them is more desirable. That means, for this APP, there are some points that can be improved upon.

Name	SSSSS SSSSS
School/Institute	HHHHHH
Date	LLLLLL

Evidencing A1: Design and plan learning activities and/or programmes of study

I have had many opportunities to design, plan and modify learning activities and programmes of study for different cohorts of students. One example of this is where I contributed to the design and planning of a new MSc programme in Respiratory Physiotherapy (K1); I designed the physiology related modules for the programme and liaised closely with clinicians in the design of clinically focused modules. Past physiotherapy postgraduate students and practicing physiotherapists with lots of clinical experience often commented that they found it hard to connect the underlying physiology with clinical scenarios. I chose to adopt an approach in the physiology modules whereby the material was consistently contextualized and the significance of the science to real world scenarios was highlighted. I also wanted the module to reflect the students' development and depth of learning, and show an appreciation of the unique styles of learning that exist (K2, VI). The module began with lectures to provide the students with the core subject matter. As the module progressed, and student confidence grew, interactive tutorials were introduced. At the end of the module the teaching sessions were peer directed; the students were required to present clinical case studies to their peers and peer led discussions focused on the pathophysiology, symptoms and management of the different cases (K3). Contextualising the subject matter keeps it relevant and stimulates interest but also brings a wider perspective to the learning environment. I attended several E-learning training workshops that allowed me to support the programme using blackboard; this was especially valuable to part-time postgraduate students and those who lived off campus (K4, VI). I shared my knowledge of E-learning with colleagues teaching on the programme and coordinated all the online activities. I received positive feedback from

students 'I felt it was a valuable learning experience as it facilitated me to develop a better background knowledge in physiology. The module also helped challenge my views on what I would have previously viewed as standard treatment and I feel will help me make more evidence based decisions in the future when prescribing exercise to clinical populations' and felt satisfied that the structure I had adopted was effective.

As another example, I was involved in modifying a personal development programme with the careers advisory service for undergraduate physiology students (K1). Students had previously been disengaged with the programme and the feedback received was quite negative. Modifications were made to the course delivery (lecturers adopted an enthusiastic and interactive approach), content and structure based on student evaluation. Following the restructure the sessions were very interactive and included a number of activities that were devised to better engage the students. Peer learning and feedback was also used to facilitate learning. The modified programme included activities centred around developing teamwork, communication and presentation skills, role playing exercises, activities that focused on identifying individual strengths and weaknesses, a CV workshop and a careers evening (K2). Feedback received following the restructure suggested that students identified better with the subject matter and enjoyed the interactive nature of the sessions.

I am currently responsible for coordinating a number of undergraduate modules within the School of Biological and Chemical Sciences at Queen Mary University of London. I have reviewed all of the modules that I have been given the responsibility for leading and modified the content to ensure topics are delivered in a contextualized manner at the appropriate level (K1, K2). In a nutrition and whole body metabolism module, there is a necessity for students to understand different metabolic pathways and their regulation. At times the biochemistry can be hard for students to contextualize so I incorporate real world and clinical examples where appropriate to help the students appreciate the wider significance of the subject. As part of formalised feedback for the module, students have commented on this in the free text answers; 'adds clinical aspects to the topics,' 'coincides with the biochemistry quite nicely.'

Evidencing A2: Teach and/or support learning

My teaching experience to date has included lectures (40-200 students), tutorials (6-20 students), practical classes, problem based learning, case studies and critical analysis. I have taught both undergraduate and postgraduate students. In my current role, my teaching commitments mostly involve the delivery of lectures, problem based learning tutorials, practical classes and mentoring to undergraduates.

To generate a yearning for knowledge I think that it is important for teachers to convey their own enthusiasm for a subject. I am animated and enthusiastic as a teacher and student feedback (both formal and informal) has consistently supported this; 'interested and motivated,' 'passionate and enthusiastic,' 'energetic and lively.' I always try to make my lectures as interactive as possible and after completing a workshop on interactive lecture design and delivery I restructured my lectures to include short breaks at 20 minute intervals

that allowed for discussion of a relevant topic. These activities are completed in buzz groups and are aimed at improving confidence, consolidating concepts and reinforcing the relevance of topics to real world scenarios. This has received positive feedback following recent peer observation sessions. Feedback provided by students has also supported the use of these activities; 'by having these discussions, we actually learn more,' and has supported the active style of lecturing that I assume; 'lectures are not passive which helps me learn better.'

When designing modules and lecture content, my goal is to capture student interest while meeting their expectations (V4). I teach human physiology to students studying Biomedical Sciences; I always include clinical examples that show how abnormal physiological mechanisms are associated with disease processes, I frequently use appropriate visual aids (images and flow diagrams) and I encourage students to develop their observational skills in practical sessions (K3). I always include a reflection slide at the end of lectures to help consolidate learning and build student confidence, which fits well with the ARCS model. Many students have provided formal feedback that they really like this; 'the "reflective activity" at the end of each lecture is very helpful to check our understanding on the subject,' 'the summary questions at the end of lectures really helped me recap what the lecture was about,' 'the reflection part of the lecture was very useful.'

I often use a variety of teaching methods in appreciation of the individuality of the learner and the different styles of students' learning that exist (K3, V2). I believe visual aids and videos can be an important component of teaching; videos can be especially valuable in the health sciences, and I believe peer learning and can be hugely effective. PBL that is peer led is often a challenge for undergraduate students as it pushes them to direct the learning themselves, an approach that is quite different to that which they are used to. I am currently involved in PBL sessions and based on my past experience with this style of teaching, I try to create an environment that is comfortable and relaxed so that all students feel happy participating in the PBL session. I encourage the chair to keep the discussion focused, to engage all students and to make efforts to include quiet students. The chair is changed for every tutorial and is nominated by the other members of the group, decision making that further supports a peer led approach.

Most higher education programmes and courses are now supported by a VLE and using an appropriate design for the VLE is vital. I have designed and created the content for postgraduate programmes that were supported by Blackboard and Moodle and was asked to design a postgraduate programme that would support distance learning. This gave me an opportunity to source and gain appropriate skills to produce online modules using audio podcasting and I utilised techniques for optimum audio fidelity. I received positive feedback from postgraduate students on the audio podcasts; 'the pace of the lectures was perfect' and 'the content was very clear.' Audio and video podcasts can be especially valuable for distance learning and also for students with learning difficulties (K4, V1).

Evidencing A3: Assess and give feedback to learners

I always explain the format of module assessment and give students information and guidance about how assessments will be marked during an introductory lecture; this information is also provided on the VLE. I have always used marking schemes that are standardised and routinely used within an institution when marking assessments. Final year and postgraduate student assessments in my experience are always double marked, a practice that is appropriate at this level.

In regard to adopting an approach of constructive alignment I ensure that assessments are closely matched with the learning objectives of a module. Assessments that were chosen for the physiology modules I created as part of a new MSc programme focused on deeper learning, critical thinking and problem solving. One form of assessment involved writing a report on a case study where students had to integrate and connect the physiological mechanisms underlying a pathophysiological process with symptoms, management and treatment of a patient (K1). Students were required to present a case study to their peers, this was followed by a short Q&A session and then they had to write a report of the case study. The intention was to develop their presentation and communication skills in addition to assessing their critical thinking and problem solving abilities by the written report. Student feedback was positive and the use of case studies was noted as 'particularly beneficial.'

In relation to giving feedback to learners, I always create a model answer for coursework and exam questions and I use the required marking scheme. I annotate clearly on written work, I provide a similar number of comments for all students and try to keep comments balanced making sure to include positive and constructive points (V2). A masters student commented that the feedback I provided was 'helpful and constructive,' evidenced by the fact that higher marks were achieved for subsequent assignments. I advise students to read and consider my comments individually and I arrange a follow up meeting if they need further clarity or guidance.

This year I acted as a mentor to 3rd year undergraduates for a module called 'project skills in the life sciences' whereby students were required to submit three pieces of written work; two pieces were in the style of a new scientist article, the main piece was a dissertation. I provided my individual mentees with a checklist to help guide their writing and emphasise the important differences in writing style for the two pieces. I provided detailed feedback after submission of the first draft; work was annotated and comments were discussed at an individual meeting. I also shared some excerpts from work that was of a high standard to highlight good descriptions, format, structure etc.

I am keen to try and adopt a similar approach to feedback for a 2nd year module with a much larger cohort where four pieces of scientific writing are submitted over the course of the module. Student evaluation has shown that students did not feel they were given enough feedback on coursework early on in the module. In the coming academic year I plan to create a document that gives the students more advice on scientific writing at the start of the module, I will also organise a feedback session mid-way through the semester to help improve subsequent pieces of coursework and I will encourage a consistent approach to annotating work by all those involved in teaching on the module (K6).

Evidencing A4: Develop effective learning environments and approaches to student support and guidance

For the most part I use lectures, practical classes, tutorials and seminars in my teaching. The use of different learning environments is appropriate when considering different students' learning styles (V1) and different student cohorts. It also makes the learning process more engaging, interesting and dynamic. However, the timing of the different components needs careful consideration e.g. theory needs to be covered prior to application of knowledge in a practical setting. I always try to include a practical component for taught physiology topics to allow students to apply their knowledge and consolidate their learning (K4). Student feedback has supported the use of practical sessions; 'the lab sessions were particularly useful as they helped explain the underlying theories.' I also use case studies and clinical examples in my teaching; this is most relevant and effective at engaging students that are studying Biomedical Sciences (K3). All of my teaching is supported by a VLE that is carefully designed to complement my teaching.

At the start of any module or programme, I introduce myself to the students by sharing my past teaching and clinical experience and give them an idea of my interactive teaching style; I try to create an environment of mutual respect. To make sure that I meet their expectations I encourage them to give me feedback throughout (K6). During the introduction I also make sure students have an overview of the programme/module, are aware of support systems and supporting VLEs and encourage them to contact me directly as programme/module organizer with any specific queries 'she is very quick in replying back to emails and doubts we have about the course.'

I am always professional in my conduct of lectures. I adopt an interactive approach even in larger cohorts, I encourage students to participate in discussions, I try to ask them open questions and encourage them to ask me questions. I aim to be approachable and personable in my delivery and feel confident that I achieve this goal; 'it seems to me the students have no concerns asking a question or speaking up in lectures because she makes us feel comfortable' (V2). I encourage students to ask each other questions when discussing topics in groups and I encourage them to try to explain things to each other when a concept is proving difficult for some to comprehend before asking me to explain. I believe peer learning is hugely valuable and can facilitate the development of teamwork and communication skills in addition to building confidence. I also make an effort to call students by name (V2), even in big cohorts and have received positive feedback in regard to this; 'she makes an effort to remember our names which does actually make a difference.'

I am currently a personal advisor to a number of first year students; I am responsible for giving academic and pastoral support in this role. I recently attended a training session that focused on increasing awareness of support services available for students to optimize student engagement (V4). I feel more confident in my advisee role as a result and have met with different students on a number of occasions to assist and support them with various difficulties. I have shared best practice with colleagues and I always try to be available, approachable and honest in the advice I give to students. I have supported postgraduate students in the past; postgraduate work can be especially stressful for students who are trying to work part-time while studying and there may be financial concerns. I have tried to support students in my understanding of this, offering pastoral support and advice where I can (V4).

I have supervised a number of students in undergraduate and postgraduate research projects and I have acted as a mentor for 3rd year undergraduates writing dissertations. I always have a start-up meeting with the students whereby I give them advice and guidance on scientific writing. I include a Q&A session where the students can ask specific questions about their research project or dissertation title and we lay out a clear plan for future individual meetings. I advise students working on similar topics to work together and share ideas to enhance their learning. This has proved to be a successful approach and student evaluation has demonstrated that students have felt well supported (V4).

Evidencing A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

I have always maintained a strong interest in continuing professional development and have chosen to participate in workshops and training sessions focusing on a diversity of pedagogical topics (V3); assessment of learning in the health sciences, interactive lecture design and delivery, course programme and design, problem based learning tutor training, motivation to learn, reflective teaching portfolio, E-learning (Blackboard, Moodle & QMPlus), enhancing presentation skills in an academic environment etc.

During my early years of teaching I was more informal in my approach to student evaluation. I quickly realised the importance of this and modified a feedback form that was used by a colleague (K6). The feedback produced high scores in all areas. In my current place of work, student evaluation is more formalised. At the end of a module, students are encouraged to complete online feedback. Comments and scores are accessible to all academic staff and a rating of 3.5/5 is required; I have consistently received > 3.5/5 for modules I coordinate (K5). During the previous academic year, when lecturing on a new module that I was less confident about as I had not taught the topic recently, I also devised my own feedback form that I asked students to complete (K6).

I re-evaluate module material regularly and make modifications where appropriate and practicable. This reflective practice is based on student evaluation, peer observations and discussions with colleagues on best practice (K5). I have, in the past, received feedback that I speak quickly at times. This is something I consciously try to improve and I encourage students to comment on the pace of my delivery during lectures. In response to online feedback collated from a module I taught last year I rearranged one of the practical classes so that it now fits better alongside lecture topics. As another example of individual reflective practice, I reviewed the sequence of lecture topics with a colleague who was teaching with me on a module this year. We discussed ways in which we could restructure the content to enable the students to better integrate the subject matter as I felt this needed attention (V3).

Last summer I was invited to speak at an international symposium and I attended a research conference that presented a wide variety of research focusing on topics related to physiology. Actively participating in subject related conferences and symposia facilitates a deeper

understanding of the research and gives a wider perspective. I integrate the knowledge gained by these activities into my teaching so that students have an awareness of current research within relevant scientific fields (V3). In addition, I make efforts to review current literature and new texts and I liaise with colleagues who are involved in areas of research that are related to the subjects I teach. Supervision and mentoring of research projects is another way that I keep up to date with current research within different fields and I am a member of the Physiological Society, which enables me to keep well informed of new and developing research (V3).

The UK Professional Standards Framework

Areas of Activity	Core Knowledge	Professional Values
<ol style="list-style-type: none"> 1. Design and plan learning activities and/or programmes of study 2. Teach and/or support learning 3. Assess and give feedback to learners 4. Develop effective learning environments and approaches to student support and guidance 5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices 	<ul style="list-style-type: none"> • The subject material • Appropriate methods for teaching and learning in the subject area and at the level of the academic programme • How students learn, both generally and within their subject/disciplinary area(s) • The use and value of appropriate learning technologies • Methods for evaluating the effectiveness of teaching • The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching 	<ul style="list-style-type: none"> • Respect individual learners and diverse learning communities • Promote participation in higher education and equality of opportunity for learners • Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development • Acknowledge the wider context in which higher education operates, recognising the implications for professional practice