

## Postgraduate Certificate (Academic Practice / University Teaching)

### Reflective Portfolio Assignment Marking and Feedback



Course **Clinical Education and Academic Practice**

Candidate's Name **3**

*Please note that all recommendations are subject to approval by the Board of Examiners and moderation by the External Examiner.*

### Result Recommendation

Marked by and date:	XXX	Result Recommendation (PASS/NOT YET PASS/FAIL)	PASS
Internally Moderated by and date:	XXX	<i>If 'not yet pass' student should arrange to see course organiser for further feedback and then resubmit by next programme deadline. 'FAIL' = fail after resubmission</i>	

### Feedback

#### General overview:

This is a good portfolio which is clearly structured and was easy to read. You described your personal development as a clinical educator very well and it is clear that you have already managed to embed some of the resources from the Clinical Educator Programme into your teaching sessions, particularly in structuring your sessions to best effect. I was interested to read about your previous experience of giving feedback as a gymnastics coach, and the parallels you see with your clinical teaching. This portfolio demonstrated that you have a real willingness to look honestly at your teaching practice, which is exactly what we like to read. Well done on a good piece of work.

#### Specific comments:

*What the author does well:*

- I felt that you wrote this essay in a very open and honest manner. Your writing was also well-structured, you had referenced your appendices appropriately and you had completed all your learning cards thoughtfully.
- I liked that you focussed on just one session as this meant you could explore several elements of it in detail. You gave nice, specific examples of your learning from the CEP and how you have thought about how you would like to apply it in future, to your sessions. You mentioned incorporating learning objectives and structuring a session ('Planning and Evaluating your Teaching'); increasing interaction ('Small Group Teaching'); and changing the way you give feedback and support reflection, ('Giving Effective Feedback').

- I particularly liked that you began to explore *why* you might teach as you do, by starting unpicking your own experiences as a learner, (eg your own student experiences of receiving 'constructive criticism'), and aspects of your personality, (eg your worries about losing control if a group became disruptive). This demonstrates how you are beginning to be more 'critically' reflective, which is exactly what we are looking for in this portfolio.
- I thought you demonstrated really thinking about your philosophy of teaching and your teaching practice. You seemed to have taken a lot on board from this, such as your conscious move from descriptive to more reflective practice in your feedback-giving, following the feedback that you yourself received on the written feedback you had given students in the 'Cleanliness Champions' module.
- You gave nice examples of how you give feedback and you clearly appreciate the importance of praise, the timeliness of feedback, and setting achievable targets, drawing on your gymnastics coaching experience.
- In Part 2, I liked the examples you gave to illustrate Parts b, c, and d, particularly of how you try to widen access to education.

*Suggestions for improvement:*

- It would have been good to expand your answers to Parts 2a and 2e. In 2a, we were looking for evidence of your awareness of a wider range of aspects of diversity, (eg age, sexuality). In Part 2e, it would have been good if you had identified the opportunities for teaching that you think busy clinical situations can present, (eg rather than this feeling 'unfortunate').
- I would have liked the inclusion of a little more reference to the literature, to incorporate a few of the theoretical underpinnings of, for example, giving effective feedback.
- In future reflective work, it would be great if you could continue to develop your reflective skills in the same vein, and then move even further into reflective mode using questions of 'how' and 'why'. I think that you are already on this path, which is great.

## Marking Guidelines:

ELEMENT	LIKELY 'NOT YET PASS'	PASS
<p><b>Understanding of concepts and theories relating to the practice of clinical education.</b></p>	<p>Does not adequately demonstrate an understanding of the key concepts in clinical education. Does not make reference to learning from the CEP, (eg workshops, teaching observation), or similar learning experiences. Does not use examples to illustrate understanding.</p>	<p>Demonstrates, with specific examples, a clear understanding of the key concepts and theories in clinical education. Makes specific reference to learning from the CEP, or similar learning experiences. Makes light-touch reference to the literature, if appropriate.</p>
<p><b>Understanding of impact of teaching, learning and assessment practices on student and / or trainee learning.</b></p>	<p>Does not show an understanding of the importance of high quality educational experiences for effective student or trainee learning. Does not make reference to learning from the CEP, (eg workshops, teaching observation), or similar learning experiences. Does not use examples to illustrate understanding.</p>	<p>Demonstrates, with specific examples, a clear understanding of the importance of high quality educational experiences for effective student or trainee learning. Makes specific reference to learning from the CEP, or similar learning experiences. Makes light-touch reference to the literature, if appropriate.</p>
<p><b>Understanding of impact of the workplace (academic and / or clinical) on student and / or trainee learning.</b></p>	<p>Does not identify the challenges and opportunities for learning that the workplace environment, (academic and / or clinical), provides. Does not make reference to learning from the CEP, (eg workshops, teaching observation), or similar learning experiences. Does not use examples to illustrate examples.</p>	<p>Demonstrates, with specific examples, an awareness of the opportunities and challenges that the (academic and / or clinical) workplace presents for teaching and learning. Makes specific reference to learning from the CEP, or similar learning experiences.</p>
<p><b>Understanding of impact of multiple perspectives and diversity on student and / or trainee learning.</b></p>	<p>Does not evidence respect for a range of learning preferences, individual learners and diverse learning communities. Does not use examples to illustrate this understanding.</p>	<p>Demonstrates, with specific examples, an awareness of student and / or trainee diversity. Demonstrated, with specific examples, how these multiple perspectives impact on teaching and learning.</p>
<p><b>Ability to critically reflect on personal development as a clinical educator.</b></p>	<p>Does not reflect critically upon their own experiences and practice as an educator. Does not question own experiences in an open, honest, questioning manner which facilitates learning and development. Does not make reference to learning from the CEP, (eg workshops, teaching observation), or similar learning experiences. Does not demonstrate attention to any feedback that has been gained from learners or colleagues.</p>	<p>Demonstrates skill in reflecting upon, and critically analysing their practice and experiences. Shows that they have thought about their own, their learners' and / or colleagues' perspectives, in the light of learning from the CEP, or similar learning experiences. May integrate references to the literature, though not necessarily. May base reflections on a specific model (eg Gibbs or Moon), though not necessarily. Most important is that writing is personal, frank and honest, demonstrating a willingness to question own practice, illustrated with specific examples.</p>
<p><b>Ability to convey ideas clearly in writing.</b></p>	<p>Essay is not structured or written in a manner that can be clearly understood by the readers. May be due to lack of appropriate sub-headings, sentence structure that is difficult to follow, or errors in grammar or spelling. Inappropriate length eg word-count outside 4,000 – 5,000 range.</p>	<p>Writes in a manner which conveys ideas clearly. Essay is well structured, uses appropriate sub-headings and text flows well. Appendices are cross-referenced with text. Referenced appropriately using Harvard or Vancouver style. Text word count between 4,000 and 5,000.</p>