



Queen Mary  
University of London

# Queen Mary Academy

Impact Report 2020/21

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# Queen Mary Academy

The Queen Mary Academy works with staff and research students to develop and enhance their practice in teaching, learning, and research. We offer a range of developmental activity to support both school and institutional-wide development, for example in support of the Education and Student Success Enabling Plan. Our activities are for both group and individual development in support of delivering excellent education. We deliver a comprehensive academic practice development portfolio, which enables staff and research students to progress their careers and achieve recognition in their practice. Our programmes are inclusive and accessible, using a mixed model of delivery combining online and in-person pedagogy. Our Advisory Group includes educational experts from the UK and beyond, and ensures that we benchmark our offer against global best practice. We collaborate with the community, staff (academic and professional services) and students on strategic projects to deliver Queen Mary's 2030 Strategy.

## Vision

Our vision is to inspire excellence and innovation in educational and research practice, supporting Queen Mary's vision: to be 'the most inclusive university of its kind, anywhere' and 'to open the doors of opportunity'.

## Mission

We will achieve this through:

- delivering sector leading opportunities for academic practice development which enable the delivery of:
  - an outstanding, inclusive, world-class education and student experience and
  - distinctive, world-leading, curiosity-driven, and applied research
- collaborating widely and co-creating our programmes
- building communities which advance educational and research practice using approaches such as peer-support, mentoring, and collaboration
- providing education and research leadership development opportunities and career-long support
- promoting and supporting a culture of educational and research excellence
- recognising the achievements of the academic community through our programmes, events, and schemes
- contributing to the key strategic aims of the University
- creating an inclusive community and culture

## Values

In line with our Queen Mary Values, we seek to be:

- Inclusive
- Proud
- Ambitious
- Collegial
- Ethical

# Foreword

I am pleased to introduce the Queen Mary Academy's second annual Impact Report, which showcases the impact of the Academy during its first full year of operation.

This year has seen so many inspiring examples of excellence from colleagues across Queen Mary. One of my own personal highlights was our first ever week-long Festival of Education in March, which was a chance for us to celebrate the achievements of the past year and our innovative approaches to online and blended learning. We had guest speakers from around the globe and had great input from our student body. With over 500 participants, it was fantastic to hear so many staff and student contributing to the event and sharing their practice as we develop a range of communities of practice in areas such as assessment and feedback, student engagement, and professional development.

During the past year the Academy has played a central role in several key university-wide strategic educational projects, helping us to achieve the objectives set out in our Education and Student Success Enabling Plan: Excellence in Education, Student Engagement, Employment, and the Learning Environment. This includes work to enhance our curricula, embedding inclusivity, rethinking assessment and feedback, particularly in light of Covid, and ensuring that we embed and deliver graduate attributes, which help all of our students to succeed in their chosen career.

I am particularly pleased to see that this year's Impact Report demonstrates engagement across all our Faculties. We will continue to work to foster a community of educators working across a range of disciplines who come together to build networks and share their practice. Once again, we see staff - individually and in teams - across all faculties being recognised through the annual President's Excellence Awards, and through funding for small projects via the Drapers and Westfield Funds. A recent evaluation of the latter demonstrated that we gain great benefit and impact from the dedicated work of our project deliverers.

Another highlight saw Queen Mary become a signatory to The Concordat to Support the Career Development of Researchers. This reaffirms our commitment to further improving the support and development we provide for researchers, and our commitment to providing a sector-leading researcher development offering.

I am delighted that, building on achievements to date, we have been able to invest in the Academy to create an Innovation & Learning team, who will be tasked with supporting our new flexible, blended teaching and learning approach, supporting and encourage a culture of exploration and innovation in pedagogy.

Thank you to all of the staff across Queen Mary that have supported the Academy and have contributed to the Academy's development and success.

Professor Stephanie Marshall, Vice-Principal (Education)

October 2021

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# Introduction

To ensure meaningful impact the Academy has introduced governance and oversight to our processes. We have established an External Advisory Board, which has provided valuable insights into sector developments and enables us to benchmark our provision. We have also initiated an approval process for workshops and other aspects of our provision to ensure they meet the needs of stakeholders and are strategically aligned to the goals of the 2030 Strategy. We have also been recognised externally through being awarded a national Advance HE project and a place on a European Universities Association project.

A key impact for the Academy this year was our work on developing educational knowledge and practice across the institution. We contributed to institutional capacity building for education excellence through the growth in the number of staff that gained qualifications in PGCAP and CILT. We have strategic impact through collaborative working with colleagues across the Faculties and services to implement the Curriculum Enhancement and Scaling Up Blended Projects as part of the Education and Student Success Enabling Plan. We have focussed on enabling enhancement in the priority areas of assessment and feedback, graduate attributes, and inclusive curricula. During 2020/21, the Academy has also played a crucial role in supporting staff to, firstly, deliver online education and, then, Mixed Mode Education (MME). We have worked closely and collaboratively with ITS to support the increase of technology in our educational spaces. All these activities contribute to educational excellence.

It is important for staff to gain recognition through the Fellowship of the HEA for their educational expertise. The Academy, with the help of colleagues across Queen Mary, supports the recognition process through workshops, mentoring and panels. This is important for both staff and the institution, as it shows commitment to improving teaching, learning, supervision, and the student experience.

An area of growth for the Academy has been our work to support improvements in the student experience. Working with students, we have introduced the Student Enhanced Engagement and Development (SEED) Award, allowing students to achieve recognition for collaborating with educators to develop educational practice in their subject. We have also worked with colleagues to enhance the central Advisor training and we have co-created student voice training for Student Staff Liaison Committee (SSLC) co-chairs. We have also supported the National Student Survey (NSS) focussed action plan work, further to the setting up of the NSS Taskforce.

We have delivered significant support for the researcher community including PhD students, Postdocs, Research Fellows, and managers of researchers. We have an extensive range of workshops, which contribute to research excellence. Our provision includes skills training for researchers, a mentoring scheme, and guidance and support to maintain wellbeing. We have hosted and contributed to a range of events for PhD students. We are leading on the implementation of the principles in the Concordat for the Career Development of Researchers. We are supported by colleagues across the University in this endeavour.

A significant aim of the Academy is to support the growth of a community of innovation and sharing of practice through our Queen Mary Academy Fellows, and in co-creating the Queen Mary Festival of Education in March 2021. These is an area of increased focus for the coming year, and we are looking forward to working with colleagues.

Professor Janet De Wilde, Director, Queen Mary Academy, October 2021

# Governance and Oversight

## External Advisory Board

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In early 2021, the Queen Mary Academy established a new External Advisory Board. The role of the Board is to:

- advise on the Queen Mary Academy's provision, providing feedback and helping to identify opportunities to ensure that our offer remains relevant, exciting, engaging, and current
- support the Academy in ensuring the quality of provision through benchmarking against sector standards
- consider a range of external influences which may impact on the Academy's future activities

The Terms of Reference, constitution and membership are attached as Appendix Two. The first meeting of the Board took place on 30 April 2021 and a full report on the Board's first meeting was shared with the EQSB in July. We are looking to appoint an additional member with experience of the skills needs of industry.

## Workshop governance process

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During 2021 we established a new procedure for the approval, evaluation and review of our workshops, to provide confidence to key stakeholders within Queen Mary that our provision is of the highest quality. This process supports the Academy's mission to deliver provision which is sector leading and supports delivery of the University's strategic priorities. Business cases have been prepared for our existing workshop provision and going forwards business cases will be reviewed for all new workshops. Information considered includes alignment to strategic priorities, fit with academic need, identification of audience and participant number target, fit with the existing programme and comparison with sector-leading programmes.

## Faculty liaison and engagement

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A series of regular liaison meetings will take place each year with the educational and research leadership teams within each Faculty. These meetings will provide Faculties with an overview of our workshops and ensure that our provision is responsive to the needs of the Faculties and Schools/Institutes. We report to the Education Strategy Advisory Team (ESAT) and the Vice-Principal Research Advisory Group (VPRAG) as appropriate.

## Representation

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Academy staff members contribute to and represent the Academy on a wide range of internal committees and working groups. More information can be found in Appendix Three.

# Developing Educational Excellence

## Academic Taught programmes

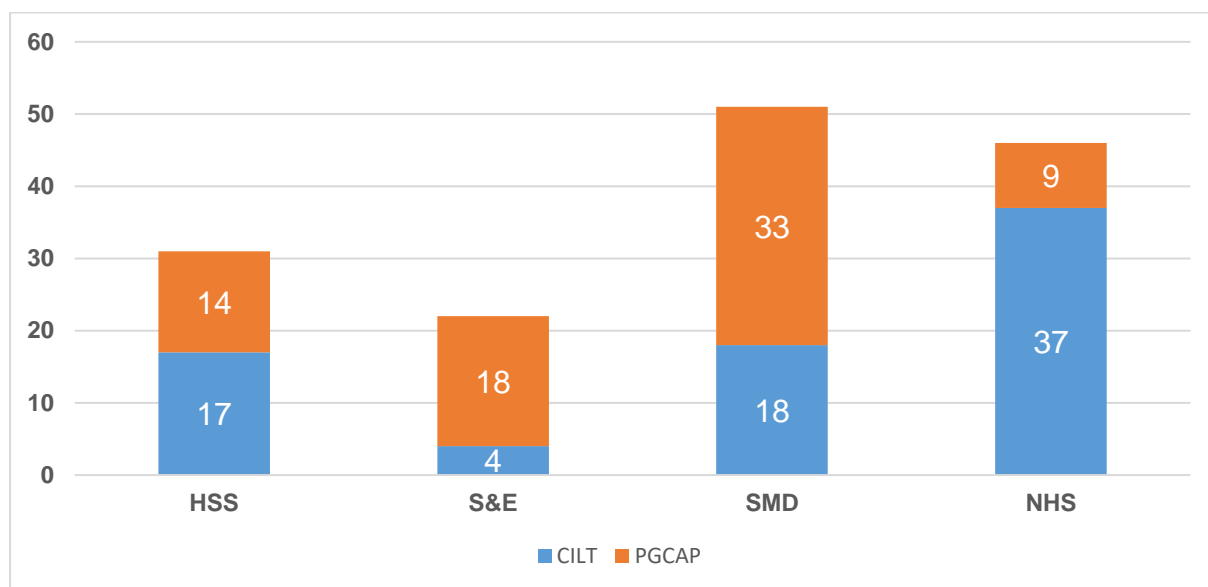
The Certificate in Learning and Teaching (CILT) and Postgraduate Certificate in Academic Practice (PGCAP) are credit bearing programmes delivered by the Queen Mary Academy. They are subject to the usual University quality assurance and enhancement procedures detailed in the Quality Handbook e.g. Annual Programme Review, the Academy Learning and Teaching Committee, Education Quality and Standards Board and Taught Programmes Board. All CILT and PGCAP assessments and external examiner reports are considered and approved by a Subject Examination Board (SEB). Advance HE accredits our programmes, and successful completion of the CILT leads to Associate Fellowship of the Higher Education Academy, and completion of the PGCAP leads to Fellowship.

Table 1 - Participants starting taught programmes 2020/21

| Programme  | 2018/19 | 2019/20 | 2020/21 |
|--|---------|---------|---------|
| Certificate in Learning and Teaching (CILT)  | 70      | 19      | 76      |
| Postgraduate Certificate in Academic Practice (PGCAP)  | 55      | 45      | 74      |
| Postgraduate Certificate in Learning and Teaching in HE (PGCLTHE) <i>programme withdrawn</i> | 10      | 2       | 0       |
| Total  | 135     | 66      | 150     |

Note: There was no new cohort in Semester One of the academic year 2019/20

Figure 1 Participants starting taught programmes 2020/21 by Faculty



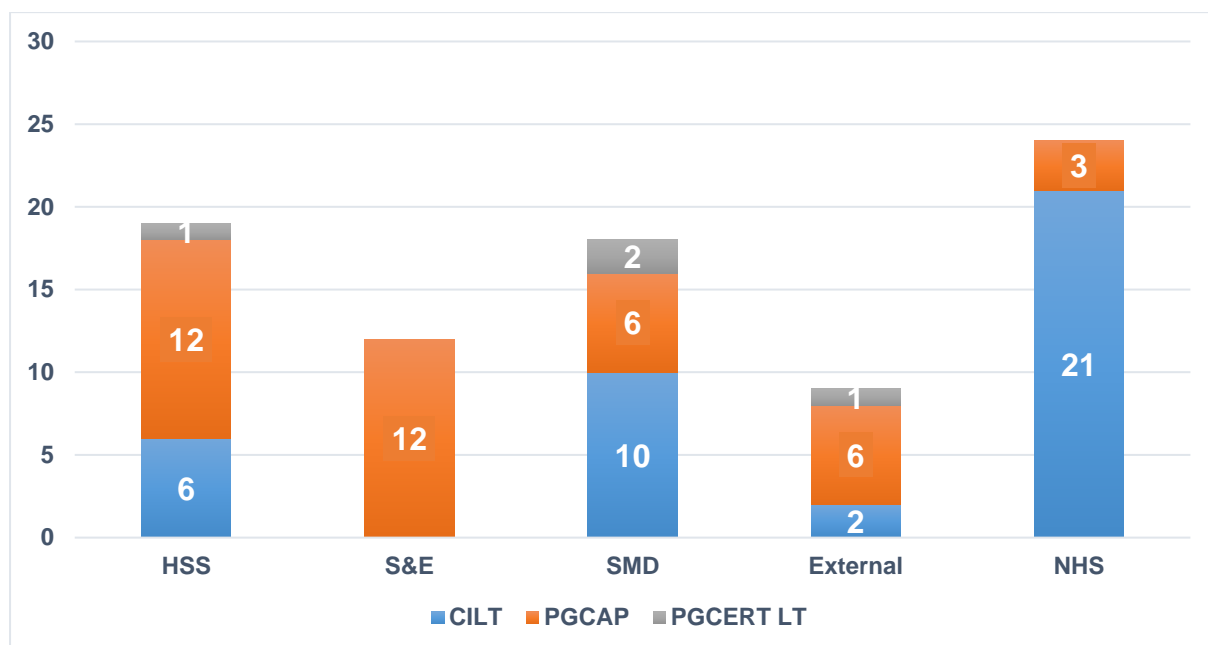
Note: NHS staff who teach Queen Mary students. Queen Mary received £14.5k income via Tariff payments for NHS participants. Figures include a small number of participants who have interrupted or withdrawn during the academic year.



Table 2: Participants completing taught programmes 2020/21

| Programme   | Number |
|---|--------|
| Certificate in Learning and Teaching (CILT)   | 39     |
| Postgraduate Certificate in Academic Practice (PGCAP)   | 39     |
| Postgraduate Certificate in Learning and Teaching in HE (PGCLTHE)<br><i>programme withdrawn</i> | 4      |
| Total   | 82     |

Figure 2: Participants completing taught programmes 2020/21 by Faculty



Note: External participants are colleagues who joined the programme from other institutions when the distance learning (DL) programme was open to external applicants.

Table 3: Participants changing programme/interrupting and withdrawing from taught programmes 2020/21

| Programme   | Interruption | Withdrawal | Change of programme |
|---|--------------|------------|---------------------|
| Certificate in Learning and Teaching (CILT)           | 8            | 0          | 8                   |
| Postgraduate Certificate in Academic Practice (PGCAP) | 12           | 10         | 0                   |
| Total   | 20           | 10         | 8                   |

## External Examiner

The external examiner for the Taught Programmes the academic year 2020/21 was Dr Erik Blair. We are in the process of securing the appointment of a new external examiner for the academic year 2021-22 and thereafter, as Dr Blair took up a full-time permanent position at Queen Mary on 1 July 2021.

## Module Evaluation for Taught Programmes

All modules that form part of the CILT (2) and PGCAP (2+2) were delivered and evaluated in the academic year 2020/21. A summary of the module evaluation result is shown below.

Table 4: Summary of Taught Programmes module feedback

| Module evaluation for taught programmes     | 2018/19 |       |      | 2019/20 |      |      | 2020/21 |      |      |
|---|---------|-------|------|---------|------|------|---------|------|------|
|   | *Av     | n     | Resp | *Av     | n    | Resp | *Av     | n    | Resp |
| Learning & Teaching in HE                   | 4.6     | 67    | 46%  | 4.3     | 18   | 43%  | -       | -    | -    |
| Learning & Teaching in the Disciplines      | 4.1     | 57    | 67%  | 4.6     | 12   | 34%  | -       | -    | -    |
| Learning & Teaching in HE (DL)              | 5.0     | 7     | 50%  | 4.8     | 8    | 35%  | 4.2     | 38   | 28%  |
| Learning & Teaching in the Disciplines (DL) | 4.5     | 13    | 27%  | 4.4     | 7    | 25%  | 3.9     | 29   | 21%  |
| Curriculum Design (DL)                      | -       | -     | -    | -       | -    | -    | 4.1     | 20   | 48%  |
| Action (Practitioner) Research (DL)         | -       | -     | -    | -       | -    | -    | 3.7     | 7    | 70%  |
| All Queen Mary Level 7 module average       | 4.2     | 11771 | 49%  | 3.9     | 9712 | 49%  | 4.0     | 9462 | 31%  |

\*Average response to the question 'Overall I am satisfied with the quality of the module' on Likert scale of 1-5

Programme delivery changed rapidly to online in 2019/20 in the light of the COVID-19 emergency. In addition, some programme elements were completely new for 20/21. The modules Action Practitioner Research and Curriculum Design were designed from scratch and delivered for the first time this year. These continue to be refined and embedded.

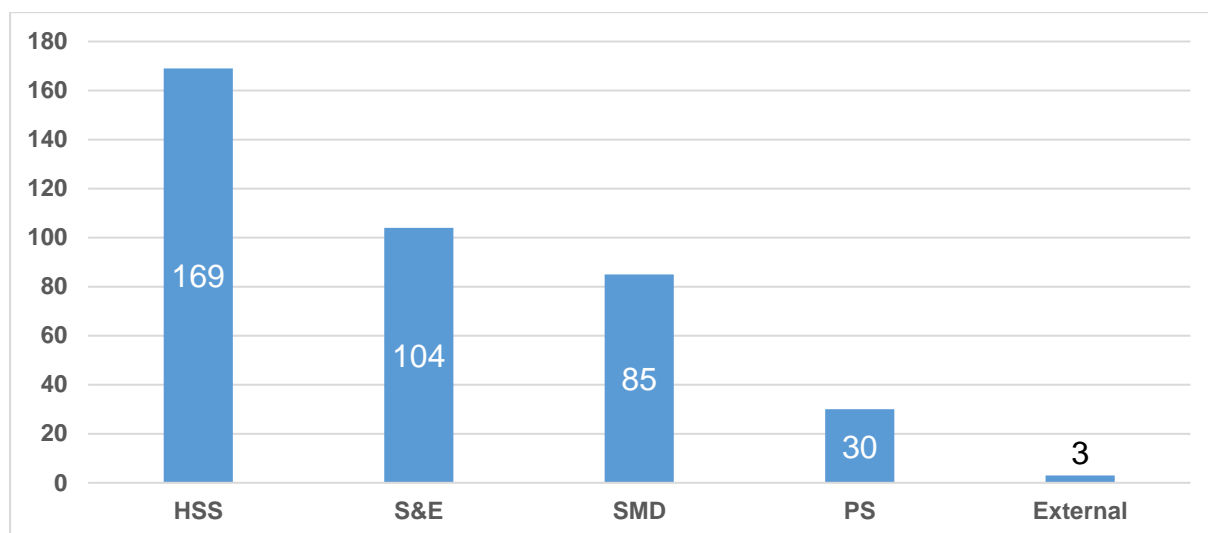
Student experience on the programme is regularly monitored and evaluation feedback is acted upon. All modules will be updated for 2021/22 in the light of comments received from participants and following consultation with the external examiner. Some specific examples are listed below:

| Module   | Feedback   | Action   |
|--|--|--|
| Learning and Teaching in HE - ADP 7116/7216              | I found the layout of the module content a little difficult to navigate initially but once I got used to it, it was okay.....  | Update Intended Learning Outcomes to make them clearer and more accessible   |
| Learning and Teaching in the Disciplines - ADP 7117/7217 | The module currently relies a bit too much on students searching for relevant literature...  | Add a 7th topic to bring this module in line content-wise with the 1st module. This new topic also reflects gaps in knowledge observed by module tutors. |
| Curriculum Design - ADP 7118/7218                        | It's still not clear how the work from individual sessions will come together in the final written assessment.   | - Update module description and aims<br>- Revise assessment name: curriculum design report   |
| Action (Practitioner Research) ADP 7219                  | I would prefer it if there were seminars included for 7219. Sometimes areas of the homework were unfamiliar so would have appreciated some discussion with other colleagues. | Introduce some synchronous webinars  |

# Educational Enhancement Faculty Support

The E&L Team delivered several scheduled and bespoke workshops during the year. Details and attendance are shown in Appendix Four.

Figure 3: Education & Learning Workshop attendance by Faculty 2020/21



## NSS Support

The Academy has been supporting discussions with Schools/Institutes on their NSS scores. This has led to the development of bespoke workshops as described below, as well as the development of new training such as the SSLC training.

Table 5: Bespoke workshops delivered during 2020/21

| Workshop   | Participants |
|--|--------------|
| Bespoke 'Teach Your First Session' workshop for GTA for School of Maths  | 15           |
| Bespoke 'Effective Feedback' workshop for School of Geography  | 28           |
| Bespoke 'Interactivity in webinars' workshop for School of English and Drama   | 49           |
| Bespoke 'Large Group Teaching' workshop for School of Economics and Finance  | 39           |
| Bespoke workshops for Blizzard Institute Global Health Programme team on 'Assessment, Feedback and Marking', 'Effective Academic Advising' and 'Flipped Classroom' | 8            |
| <b>Total</b>   | <b>139</b>   |

"The Education team in the School of Geography were supported in the ongoing work they are undertaking in relation to promoting effective feedback within the School. A bespoke workshop around this theme was delivered to academic staff by Danielle Thibodeau and Ana Cabral. The workshop supported staff to think through their feedback practices and provided invaluable insights to Education leaders within the School that fed into changes made to the assessment and feedback strategy. Although there remains work to be done, the School saw a significant improvement in its NSS scores for 2021"

*Dr Tim Brown, Reader in Health Geography and Co-Director of Education for Human Geography*

# Supporting the Education and Student Success Enabling Plan

During the past year, the Academy has led the delivery of two key University-wide strategic projects, helping Queen Mary to achieve the objectives set out in the Education and Student Success Enabling Plan.

## Curriculum Enhancement

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Janet De Wilde chairs this project, and Queen Mary Academy staff lead each of the three workstreams: Inclusive Curriculum (co-chair Janet De Wilde and Dr Angela Gallagher-Brett); Assessment & Feedback (Alison Pettigrew) and Graduate Attributes (Dr Stephanie Fuller). For more details on this project, [please visit the project website](#). We have also developed the following assessment training to support schools and institutes in improving their provision.

**Enhancing Assessment:** This session is designed to support educators to enhance their course assessment design. Focusing on the Assessment Strategy, it considers programme level assessment, assessment-for-learning, and students as partners. For 2021-2022, this will be delivered as: Introduction to Assessment Design and Enhancing Assessment Design.

**Effective Feedback:** This session is designed to support educators to reflect on their use of feedback. It also provides the opportunity for colleagues to develop feedback practices and improve student engagement with feedback, increase students' feedback literacy, and support students as they progress through their learning to realise their full academic potential

**External Examiner Training:** This training aims to provide the key information external examiners will need in preparing to undertake their role at Queen Mary. It consists of two parts, an induction course on QMplus which covers relevant policy and regulations and a briefing webinar.

## Scaling Up Blended

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This major project, also chaired by Janet De Wilde, delivers on key objectives in our 2030 Strategy. It has two workstreams; Steven Buckingham (Queen Mary Academy Fellow, 2021) leads 'Enabling Teaching and Learning' and Richard Young (IT Services) leads 'Enabling Infrastructure'. The project aims to improve our education infrastructure and delivery so that Queen Mary continues to deliver excellence in education. The project website is [here](#).

**Mixed Mode Education:** By the end of July, over 500 educators had taken a new workshop developed and delivered by the Danielle Thibodeau of the Queen Mary Academy to prepare them to teach and support students' learning in-person and online simultaneously. Feedback has been positive with comments such as "*The presenter was clear and helpful and explained things well.*" The workshops are followed by a drop-in session where educators come into the rooms to try out the technology and speak to staff from the Academy, ELU, and ITS.

**Audio-visual:** In collaboration with ITS, Janet De Wilde has supported the development of Levels 1-4 for audio-visual support in MME rooms and has worked to develop support through stewards and ambassadors.

## Student Engagement

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The Academy has also played a key role in this strategic project led by Steven Krummaker. We support the Learner Engagement Analytics workstream, and during 2021-2022 we will

enable staff engagement. We also support the Online Communities workstream, funding an Academy Fellow, Dr Lesley Howell, to pilot Peer Led Team Learning. The Academy also contributes to the Values-based engagement workstream.

# Recognising Staff

The Teaching Recognition Programme (TRP) aims to recognise and promote excellence in teaching and learning. This is achieved through the planned engagement of staff and students who support learning in the process of seeking Associate Fellowship, Fellowship, Senior Fellowship or Principal Fellowship of the HEA.

## Applications and awards

Having maintained a steady rise in the overall number of staff gaining Fellowship of the HEA across Queen Mary over the past few years, the year under review recorded a dip in applications, mainly because of the negative impact of the Covid-19 pandemic.

Figure 4: Fellowship applications by academic year 2017/18 to 2020/21

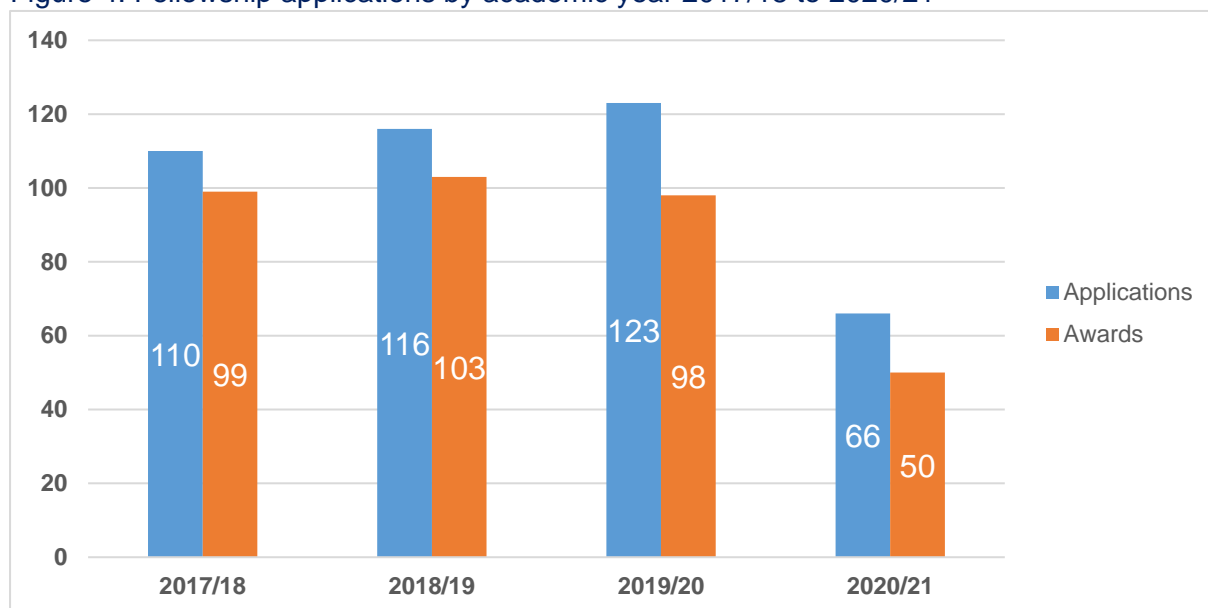


Figure 5: Fellowship applications and awards by Faculty 2020/21

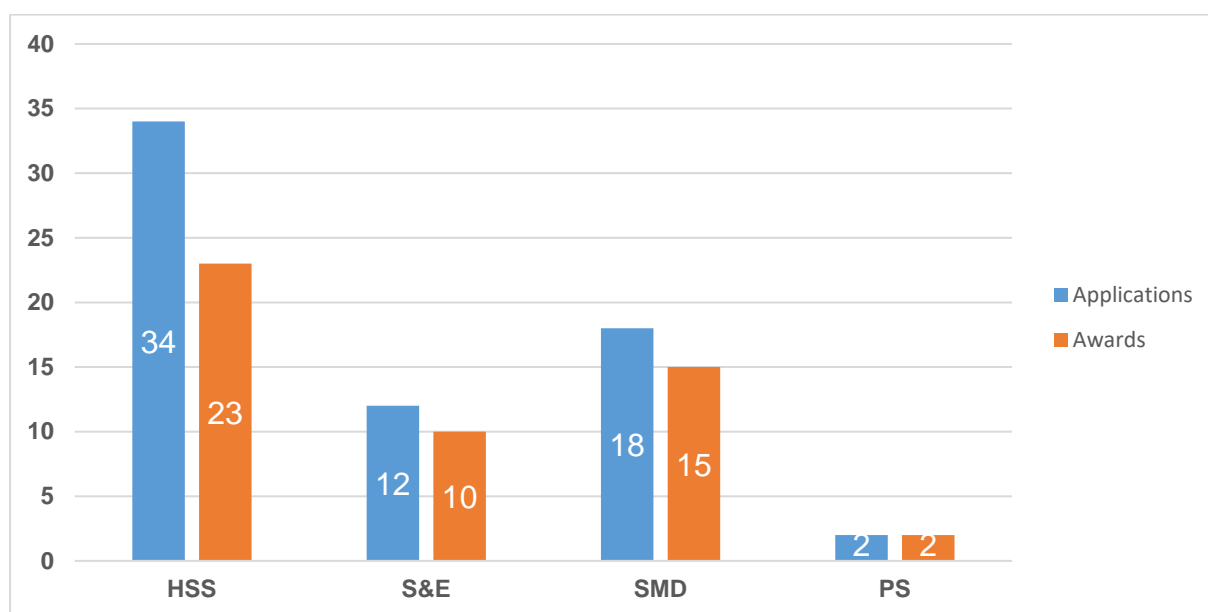
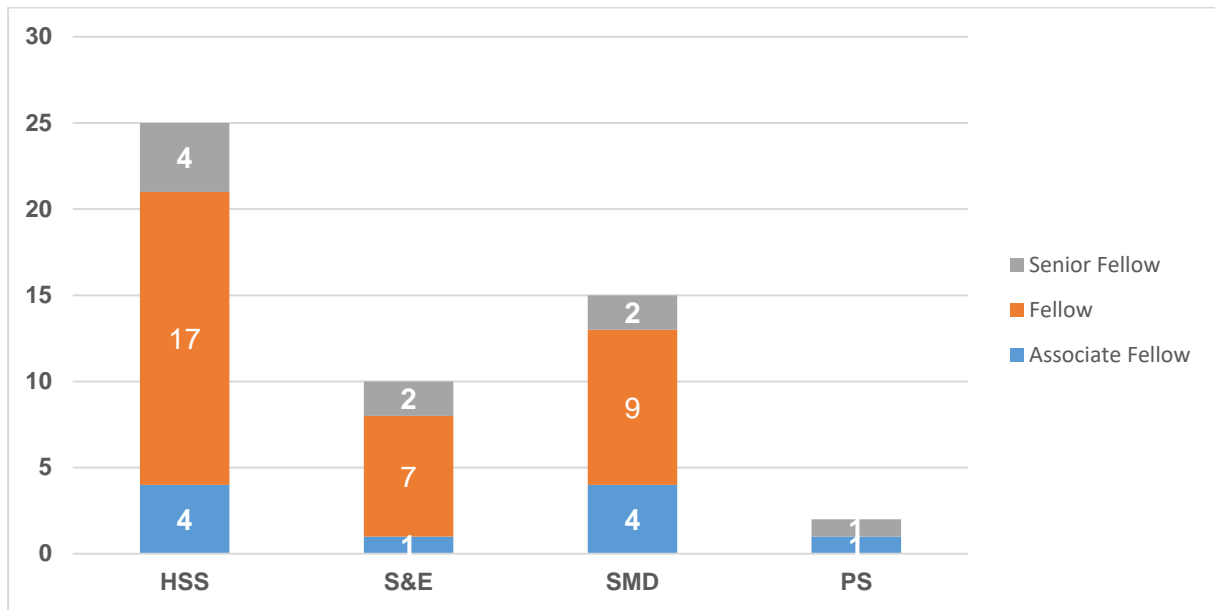
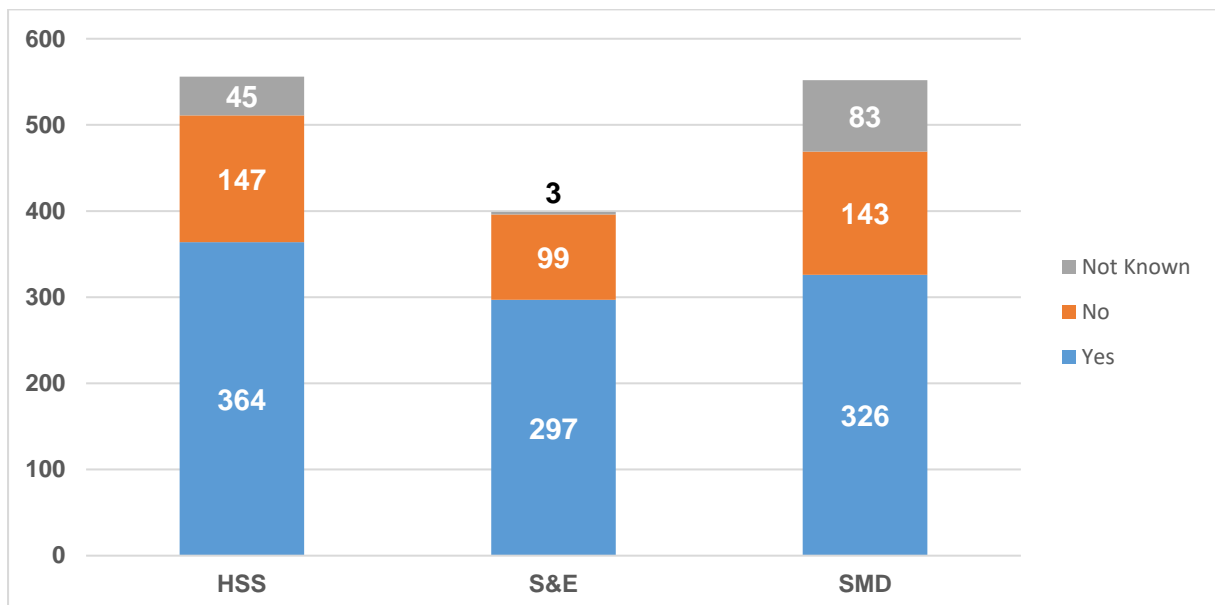


Figure 6: Fellowship awards by Faculty and descriptor 2020/21



The Academy is working with HR to review and improve the quality of data held within the ResourceLink database. This data records whether our academic staff hold a higher education teaching qualification, another relevant teaching qualification, or have been recognised in other ways for their teaching. Data will be available via the new Teaching Qualifications/ Recognition BI dashboard. Figure 7 (below) reflects current HR data, however, please note that this is under review and subject to change.

Figure 7: Employees on T&R and T&S contracts with Teaching Qualification and/or Teaching Recognition



Source: HR Teaching qualifications/recognition dashboard September 2021

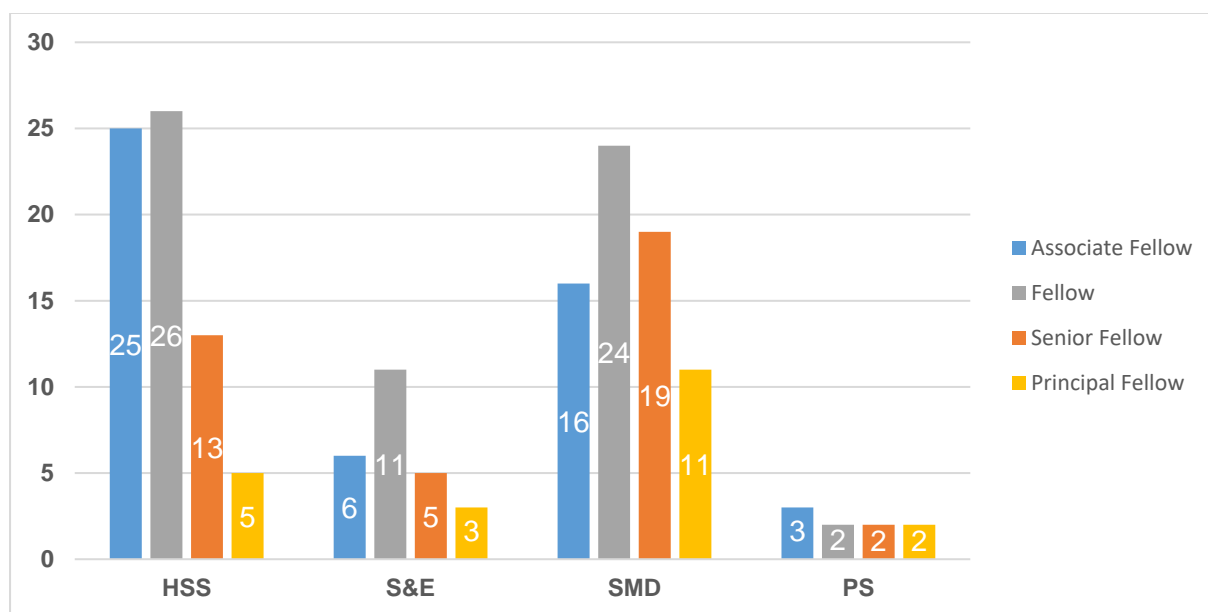
## Professional Services staff engagement

We are committed to enhancing opportunities for continuing professional development for all staff who support students' learning. During the year under review, we have been working to increase the engagement of Professional Services (PS) staff in the Fellowship process. As part of our effort to broaden our support for applicants, we aim to recruit and train more Mentors from PS backgrounds. Dr Maxwell Addo delivered a session on how PS staff can engage with the Teaching Recognition Programme as part of the 2021 Professional Services conference.

## Support for staff

The team encourages and supports engagement by holding meetings and briefing sessions in the Schools and Institutes. This includes centrally run drop-in sessions, workshops, writing retreats as well as School/Institute-based bespoke sessions during the past academic year. These were usually followed by one-to-one support and feedback sessions arranged to support applicants in progressing their applications to successful completion. Over the last year 21 workshops have been held to support staff interested in applying for Fellowship.

Figure 8: Faculty Engagement with TRP workshops by descriptor



Feedback received from staff who attended the workshops highlights the benefit of this process in optimising opportunity for reflection on applicants' practice as they engaged in the process of drafting their applications across all categories of Fellowship. Overall, 84% of participants reported Strongly Agreed and 16% Agreed that the sessions were effective in meeting their stated objectives in supporting them to draft successful applications (all categories of Fellowships). 66% of attendees Strongly Agreed that they were likely to use what they had learned during the session and 15% Agreed.



## Staff Engagement with being a Reviewer and Mentor

Over the past year, there were five HEA Fellowship award panels comprised of a rotating pool of panel members, with representation from each Faculty. The recruitment and training of new reviewers was supplemented this year with a standardisation event run by Advance HE.

Figure 9: TRP Reviewers by Faculty 20/21

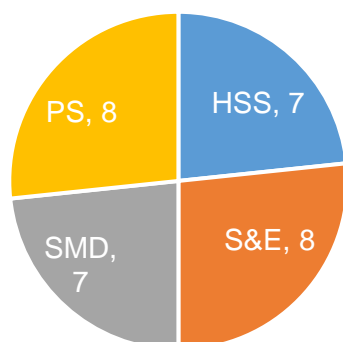
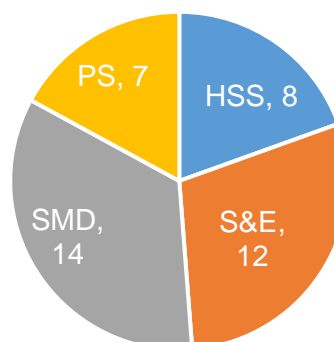


Figure 10: TRP Mentors by Faculty 20/21



We continue to support staff to engage with the programme through mentoring. Mentors are trained Fellows of the HEA who support staff through the Fellowship application process.

During the year we ran two training sessions for new and existing mentors in order to increase the number of trained mentors. Mentors are encouraged to use their experience as part of evidence for applying for Senior Fellowship of the HEA.

## Quality assurance and external review

Professor Jon Scott, an independent consultant, and former Pro-Vice-Chancellor at the University of Leicester, has been external Panel Reviewer for the TRP since 1st September 2020, and he attends all panel meetings. To ensure that standards are maintained, an external standardisation event by Advance HE was held on 13 January 2021 for reviewers of all categories of Fellowship. 23 attendees attended this event from all three Faculties. The team produces an annual report on the achievements and work of the teaching

recognition team for Advance HE as a requirement of our accreditation.

“Overall, the course was very helpful for updating my reviewing skills and pointing me in the direction of new resources to support me in reviewing D1-D3 fellowship applications”

*Dr Eleni Hagi-Pavli, Institute of Dentistry*

## Re-Accreditation

Advance HE accreditation of the taught programmes (CILT/PGCAP) and the Teaching Recognition Programme is due for renewal from January 2022. The deadline for submission of all documentation relating to the re-accreditation is 30<sup>th</sup> September 2021. This submission date has set the timeframes and deadlines for the Education and Learning Team throughout

the academic year 2020/21. Advance HE consultancy in June and July 2021 supported the re-accreditation process.

Currently, our TRP leads to Fellowship in categories D1-D3 and is based on written applications. As part of our re-accreditation, we are now seeking accreditation to also award Fellowship at the D4 (Principal Fellow) category and to introduce as an additional route, a new dialogic application process that involves a professional dialogue.

## **National Teaching Fellowship (NTF) and Collaborative Award for Teaching Excellence (CATE)**

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In the academic year 2020/21 the Academy supported two colleagues to apply for National Teaching Fellowship. Due to a number of factors, no teams were in a position to apply for the CATE this year. A new internal process for identifying appropriate applicants has been developed and will be implemented for 2021/22. As in recent years, nominees for NTF and CATE will be awardees of a Queen Mary Education Excellence Award or President and Principal's Prize.

# Improving the Student Experience

## Student Enhanced Engagement and Development (SEED) Award

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The SEED Award was launched in February 2021. The first panel (comprising Professor Janet De Wilde, Dr Jason Niggli and Lucie Langley) took place on 15 June 2021 with a total of 13 applications considered and accepted. The applications represented engagement across all three Faculties and, where eligible, Awards were included in students' HEAR transcript for the academic year 2020/21. Awards were made to students across all Faculties. To find out more about the Award and to see a full list of recipients, please visit the [SEED Award website](#).

## Consolidating Advisor Training

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Further to the report on Advising conducted in 2019/20, the Academy has worked with colleagues across the University to develop a range of support to ensure effective practice. The range of [Advisor Training](#) support is explained below.

### Effective Advising

A new QMplus course on Effective Advising has been designed to support academic staff in their understanding of the role of Advisor. This online resource can be completed by staff at their own pace, complementing the face-to-face training which is organised in each School/Institute. More information is available from [the Academy website](#).

### Bold and Challenging Conversations with Taught Students

This new interactive workshop was designed in collaboration with the Organisational and Professional Development team and the Appeals, Complaints and Conduct Office, and supports colleagues to develop and implement strategies for handling bold and challenging conversations with students.

### Senior Tutor Training

This 90-minute interactive workshop supports Senior Tutors in understanding the latest updates to the University's policies and procedures and how best to engage with Advisors in their School/Institute. A pilot event was held with Senior Tutors in HSS, and feedback from that event helped to shape the content of the workshop.

## Co-chairing and co-creating in Staff Student Liaison Committees

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This newly developed fully asynchronous course is available on QMplus in September and January. This course looks at how to promote the development of strong partnerships between co-chairs (staff and students) and opportunities for co-creation in SSLCs. Participants are invited to reflect on their current chairing approach and consider strategies which can, ultimately, lead to more student engagement and effect change from SSLCs.

# Sharing and Developing Innovative Practice

## Festival of Education 2021

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The inaugural Festival of Education was a free, online event which took place from 8 to 12 March, with a focus on online and blended learning, innovative approaches, flexibility, and student voice.

The Festival's format and programme were developed by a steering group which met regularly from December 2020 onwards, and whose membership included representatives of the Faculties, QMSU, ITS, ELU, Marketing and Communications, and the Queen Mary Academy.

Over the five days, there were:

- 51 individual events, including:
  - 42 parallel sessions
  - 4 keynotes
  - 2 panel events (staff and students)
  - 1 invited speaker
  - 1 opening session / 1 closing event
  - 1 awards and prizes session
- 91 contributors, including students and staff
- 26 Chairs
- 5 day leads
- 2589 individual event bookings from 450 individuals. More than 800 of those bookings were from other institutions across the HE sector.

Participants voted for the best contribution to each day, and the award winners can be found on the [Festival of Education 2021 webpage](#).

## Drapers' Lecture 2021

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The Drapers' Company supports this annual lecture on learning and teaching and the 2021 Draper's Lecture was delivered by Professor Siân Bayne, Professor of Digital Education at the University of Edinburgh, Director of Education at the Edinburgh Futures Institute and Assistant Principal for Digital Education, who spoke on The Future of Digital Education.

## The Westfield Fund for Enhancing the Student Experience

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The Queen Mary Academy, under the direction of the Vice-Principal (Education), administers the Westfield Fund for Enhancing the Student Experience and the Drapers' Grant for Teaching Innovations.

This year's call provided funding for projects with a focus on Digital Teaching and Learning, with a total of £100k available in grants of up to £10k, and for the second year running the two Funds were combined.

Eleven projects were selected for funding from across the two Funds, with the judging panel looking for those projects with the specific aim of enhancing the student and teaching experience through the innovative use of educational technologies and learning and teaching design. The projects funded in 2020/21 are listed on the [Westfield Fund webpage](#).

## Queen Mary Academy Fellows

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During 2020/21 our inaugural cohort of seven Queen Mary Academy Fellows were appointed. Fellowships are flexible part-time fixed-term secondments which provide staff with an opportunity to share their academic practice and expertise throughout the University. As the number of Fellows grows, we aim to grow engagement with the scheme across a wide range of disciplines. The list of this year's Fellows, including a summary of the main aim of their work, is below:

### **Blended Learning, Dr Steven Buckingham, SBCS**

To provide a central online hub that provides guidance, resources, and motivation, as well as the sharing of experiences and good practice in the shift to blended learning. Steven has had tremendous impact having developing the online hub called 'The Blender'. *(September 2020 - August 2021)*

### **Student Engagement, Dr James Strong, SPIR**

To understand how students' broader experience of studying at Queen Mary affects their engagement and attainment. *(January 2021 - June 2021)*

### **Inclusive Curriculum, Dr Daniela Tavasci, SEF**

To contribute to diversifying the curriculum at Queen Mary and to explore how teaching with historical perspectives can be a route for a more inclusive education. Daniela supported the development of the case studies for the Inclusive Curriculum webpage showing good practice across the University. *(July 2021 - June 2023)*

### **Enhancing the First Year Curriculum, Dr Nick Hostettler, SPIR**

To enhance the first-year curriculum, with contributions to assessment and feedback, graduate attributes, and inclusivity. This is to be through fostering improvements in student attitudes towards, understanding of, and capabilities with academic literacy. This will start within politics as a discipline and then be shared more widely. *(September 2021 – August 2022)*

### **Peer-Led Team Learning, Dr Lesley Howell, SBCS**

To redesign the first year BSc/MSci Chemistry and Pharmaceutical Chemistry programmes to incorporate one 120 credit module and embed Peer-Led Team Learning (PLTL) into the curriculum. To share this practice across the University. *(February 2021 - January 2022)*

### **Proctoring, Dr Sharan Sidhu, IOD**

The project aims to explore whether one or more proctoring methods have potential for use in Dentistry and if so, whether it should be discipline/subject-specific, exploring the wider implications for other disciplines. *(January 2021 - December 2021)*

### **Assessment and Feedback, Dr Luigi Ventimiglia, SEF**

The project will cover assessment and feedback, with a focus on inclusivity, and external examining. Luigi is also supporting the Assessment and Feedback workstream of the Curriculum Enhancement Project. *(July 2021 - June 2023)*

# External Projects

## Advance HE Developing Flexible Ecosystems

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Professor Janet De Wilde and Danielle Thibodeau from the Queen Mary Academy, Professor Stephanie Marshall, VP Education, and Sheila Gupta, VP People, Culture, and Inclusion, were awarded funding from Advance HE's Collaborative Development Fund. The project was: 'Developing Flexible Ecosystems for education that supports student success: where are we now, what works and where next?'. The project outcomes identified the current state of knowledge and expertise in flexible education across institutions, both within the UK and internationally. Data was gathered through surveys, case studies and roundtables, establishing the scale and range of practice in providing flexible learning opportunities. The project looked at the strategic approaches and policies for managing flexible reward and recognition; learner-centred educational approaches and partnership approaches. The final report is scheduled to be completed by the end of 2021. To find out more about the project visit the [Advance HE website](#).

## EUA: Leadership and Organisation for Teaching and Learning at European Universities – LOTUS

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Professor Janet De Wilde was awarded a place on the European Project [LOTUS](#) during 2020-2021. Queen Mary is a member of the European University Association (EUA). LOTUS is led by EUA in partnership with a diverse consortium of higher education institutions, education ministries and organisations actively involved in learning and teaching. This project focused on capacity building and strategic change management for learning and teaching at higher education institutions. Working in cohorts, the project discussed approaches to change management and leadership. LOTUS is co-funded by the Erasmus+ Programme of the European Commission, to support the implementation of European Higher Education Area (EHEA) reforms. LOTUS runs until September 2022. Please see our [website](#).

# Researcher Professional Development

## Professional Development Workshops Topics

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The professional development programme is designed to support researchers to develop their research skills, to produce high quality outputs, and to do so in a way that supports their wellbeing. During 2020/21, the Researcher Development Team ran 139 online courses/workshops on 50 different topics. High demand topics were: Let's Write; Speed Reading; Data Visualisation; Programming in R; and Statistic courses. A full list of all workshops and courses in 2020/21 can be found in Appendix Five.

New topics introduced during 2020/21 are listed below,

- LaTeX for Writing your Thesis
- Fundamentals of Data Visualisation
- Introduction to Statistical Methods using R
- UNique Women's Development Programme
- Networking and Profile Building
- Leadership in Action (online delivery piloted)

There were also a range of new wellbeing topics listed in the wellbeing section.

New topics being introduced in the year ahead are:

- Crafting Your Literature Review
- Creative Thinking for Researchers

## Professional Development Workshop feedback

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We received 1017 anonymous feedback responses from participants across our courses and workshops (Table 6). Responses to the open-ended question on what additional training needs the respondents have, highlight the need for training around technical skills (e.g. programming, Python, Excel, SPSS, R), additional or more advanced training in statistics, and qualitative research methods (e.g. coding, conducting interviews, NVivo). We anticipate that the forthcoming roll-out of LinkedIn Learning will help to meet demand in these areas

Table 6: Researcher Development workshop feedback 2020/21

| Feedback questions   | Av* | n     | % scoring 4 or 5 |
|--|-----|-------|------------------|
| I am likely to use what I learned during this session                | 4.7 | 997   | 99%              |
| I am likely to recommend this course to a colleague.                 | 4.7 | 1005  | 100%             |
| How would you rate the online experience of the workshop?            | 4.7 | 997   | 98%              |
| Overall, the session was effective in meeting its stated objectives. | 4.8 | 530** | 99%              |

*\*Average response to the question 'Overall I am satisfied with the quality of the module' on Likert scale of 1-5 \*\* Response to this question was lower as it was introduced in Jan 2021*

## Engagement with Professional Development by Faculty

Engagement increased during 2020/21 with a total of 931 PGRs, 189 Research Staff and 85 Academic Staff engaging with our programme. There was an overall increase of 61% in PGR bookings and 82% in Research Staff bookings compared to 2019-20 (the increase is even larger when waiting lists are considered). This growth in engagement does not reflect an increase in the researcher population; PGR numbers increased by just over 1% during the same period (Dec 2019: 1893; Dec 2020: 1919), and there has been a decrease of about 20% in the postdoc/RS population (Dec 2019: 662; Dec 2020: 525). The increase may be linked to the both the need for support during the pandemic and the accessibility of online provision. A good range of courses will still be available online in 2021-2022, with some offer being face-to-face where being present in person is more suitable. Many of our courses continue to be over-subscribed, even though we scheduled several additional workshops from external trainers in June and July to tackle our waiting lists.

Figure 11: Summary of engagement by Faculty – PGR

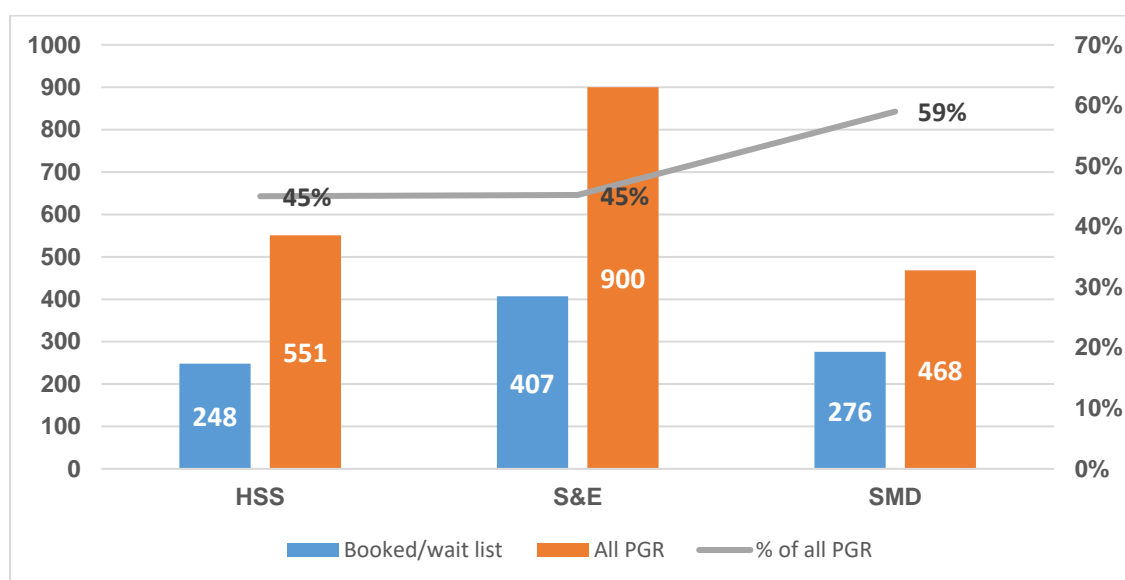
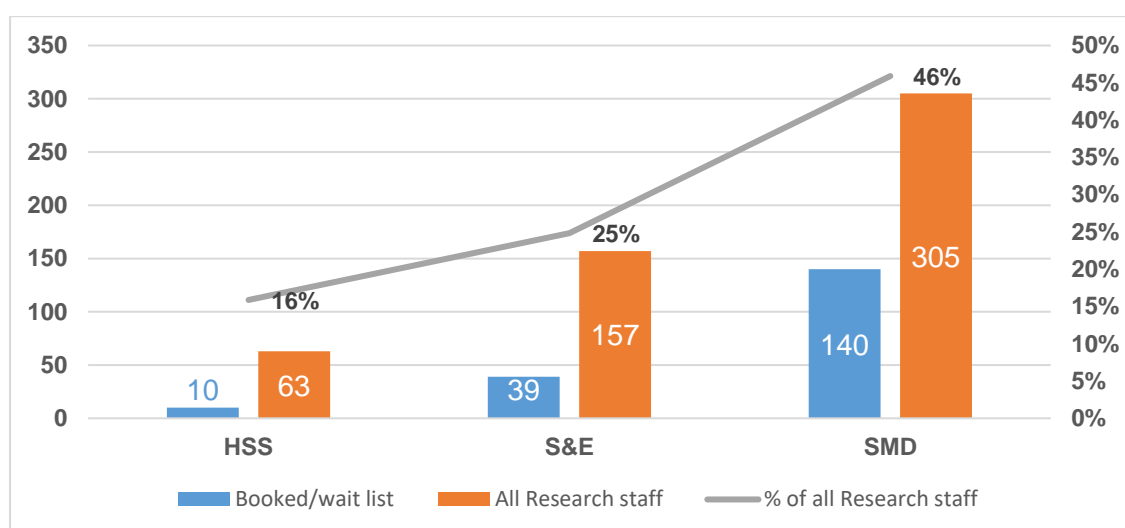


Figure 12: Summary of engagement by Faculty – Research staff



Note: A breakdown of engagement per Faculty and School/Institute is available on request.



# Researcher Mental Health and Wellbeing

Our work on the mental health and wellbeing of researchers has continued to be sector-leading and have meaningful impact in supporting researchers remotely.

## The PhD Support Group

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The PhD Support Group, which we run collaboratively with the Advice and Counselling Service, has been highlighted as an example of effective support in the Russell Group report '[Realising our Potential](#)'. The positive results of the PhD support groups over the last 3 years, both in-person and online, were published in the peer-reviewed journal *Studies in Graduate and Postdoctoral Education* in February 2021 and presented at the *2nd International Conference on the Mental Health & Wellbeing of Postgraduate Researchers* in May 2021.

## Queen Mary Wellbeing Training Resources

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Our wellbeing training resources, which we developed in collaboration with the Charlie Waller Trust as part of the Queen Mary Catalyst funded project 'Supporting PGR mental health and wellbeing', continue to have significant impact. They have been made freely available for trainers across HEIs through the [OfS Student mental health webpages](#) and the UKCGE's [Padlet](#) 'Essential PGR Mental Health Resources'.

## Wellbeing Workshops for Researchers

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During 2020/21, we introduced four new wellbeing workshops which focused on helping researchers stay mentally well while working remotely and how to navigate the change and uncertainty caused by the pandemic. We also introduced a new practical workshop using embodiment techniques to increase researchers' confidence. These new courses are listed below:

- Building confidence as a researcher through embodied practices
- Researcher Wellbeing: Navigating Change and Uncertainty
- Researcher Wellbeing: Stress, Resilience and Strengths
- Researcher Wellbeing: Managing stress as a Researcher
- Researcher Wellbeing: Wellbeing techniques for working remotely

The team also delivered bespoke training on 'Staying well during uncertain times' for PGRs in the School of Medicine and Dentistry.

## Wellbeing Workshops for Managers of Researchers

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A workshop for managers of researchers on how to support their researchers' mental health and wellbeing ran twice as a blended workshop with 25 bookings. PGR mental health and wellbeing continued to be delivered as core component of New Supervisor training for a second year (attendance: 75 Educators, 12 Clinical or Research Staff).

# Mentoring for Researchers

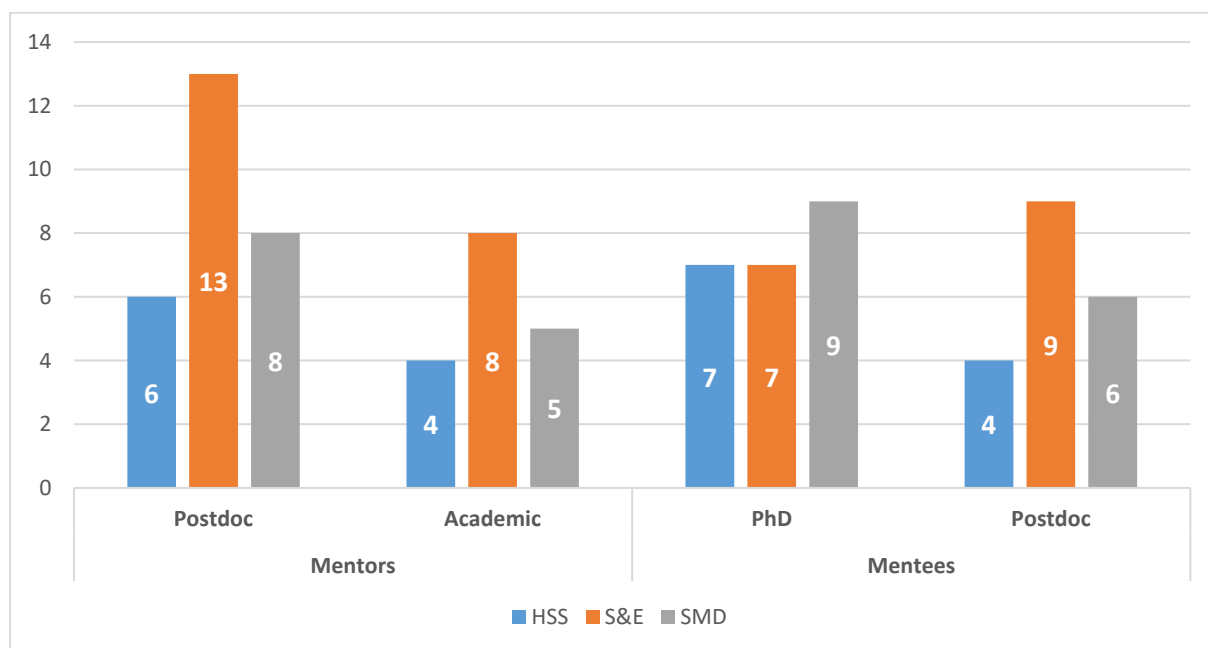
## The Researcher mentoring scheme

The [researcher mentoring scheme](#) enables career mentoring support for PhD students and postdocs to supplement that which they receive from their PhD supervisors or line managers, respectively. The scheme offers support in three modes: 1-to-1 matching, where PhD students are matched to a postdoc, or postdocs are matched with a member of academic staff outside of their research group; small-group mentoring where up to 2 PhD students are matched to a postdoc, or 2 postdocs are matched to a member of academic staff; or researcher-led mentoring, where researchers receive training on how to select and approach an appropriate mentor on their own who can be someone at Queen Mary, another institution, or outside the academic sector.

## Engagement with the Mentoring Scheme

The graph below (Figure12) shows the engagement with the scheme by Faculty. Whilst there is a good balance across the Faculties, there remains a challenge to match mentees to suitable mentors. The scheme will be reviewed during 2021-2022.

Figure 13: Mentors and Mentees by Faculty 2020/21



# Events for Doctoral Researchers

## The 3 Minute Thesis - 3MT

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The 2020 Queen Mary 3MT winner was our first PhD student to reach the national Vitae 3MT final. Vinaya Srirangam Nadhamuni competed in the Vitae 3MT final in September 2020 and won the People's Choice Award in the national final.

Following on from last year's success, the 2021 competition had the widest engagement to date with 33 applications, an increase of 74% from last year. We ran Faculty Heats for the first time, to select the top two entries from each Faculty to compete at the Queen Mary final on 16 June 2021. The winner, Alena Vdovchenko, competed against PhD contestants from 60 other UK universities and has made it to the top six at Vitae 3MT final which will take place on 10 September 2021. We are delighted that Queen Mary has been through to the national final in two consecutive years.

## Doctoral College Events

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We contributed to several events organised by the Doctoral College, such as by delivering training on PhD student development and supporting PhD mental health during the mandatory New Supervisor training that ran three times this academic year. We also delivered half-day wellbeing training for all three PhD Cohort Days.

## Doctoral Training Partnerships

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We delivered training on 'Getting Started with your PhD', 'Working with your Supervisor' and 'Presenting your Research' for the UKRI Centre for Doctoral Training in Artificial Intelligence and Music and 'Writing your Thesis' for the European training network MIP-Frontiers. The team also delivered research funding training as part of Skills Fridays for the NERC DTP based at the Natural History Museum, and the Scattering Amplitudes: from Geometry to Experiment (SAGEX) Doctoral Training Network.

## UKCGE National Events

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Queen Mary is a member of [UKCGE](#). In April 2021, we ran a national event on 'Promoting Positive PGR Research Cultures' in collaboration with the UKCGE. The event brought together 48 delegates from 26 institutions across the UK (HEIs, funding bodies and professional bodies) to hear the views of four speakers (including two from Queen Mary) and to discuss this important topic. Our VP People, Culture and Inclusion, Sheila Gupta, MBE delivered the welcome to the event.

Following the success of this event, we look forward to co-hosting a second event with the UKCGE in November 2021, focussing on Doctorates and Industrial Partnerships. Professor Andrew Livingston, Vice-Principal (Research and Innovation), will deliver the welcome to the event.

# Postdoc & Researcher Career Development

## Concordat to Support the Career Development of Researchers

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Queen Mary became a [signatory to the revised Concordat](#) on 14 January 2021 in recognition of our efforts at implementing the Concordat to support the career development of researchers. The Concordat is structured around three principles: *Environment and Culture* recognising that excellent research requires a supportive and inclusive research culture; *Employment* conditions ensuring researchers are recruited, employed, and managed in a way which recognises and values their contributions; and *Professional and career development* which is integral to enabling researchers to develop their full potential. This achievement followed more than eight years as a holder of the HR Excellence in Research Award. We will now enter an annual action planning cycle directed by the newly formed Concordat Implementation Group, championed by Sheila Gupta, MBE, Vice-Principal (People, Culture and Inclusion).

## UNIQUE: Online ECR Development for Women

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We introduced [UNIQUE](#), a new online women's development programme for early career researchers, designed to help researchers navigate the research environment and plan their next career step. This programme was implemented as a collaboration with King's College London and Imperial College London. The programme ran twice with a total of 30 Queen Mary participants (28 postdocs and two PGRs) and 42 applications.

## R14 Network – Collaborative Training Initiative

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Queen Mary is a member of the [R14 Network](#), whose members consult and collaborate on postdoc development. We led on a project that developed an online module on Networking and Profile Building for postdoctoral researchers that included: Building Confidence to network; Collaboration and Partnering; and effective use of Social Media and other platforms. This was developed collaboratively between 8 HEIs from the [R14 Network](#), (Queen Mary, Kings, Queens University Belfast, Leeds, Cambridge, Cardiff, Glasgow, and Edinburgh). This was a 5-week course in April and May 2021 and involved 80 postdocs (10 from Queen Mary). The pilot run received good participant feedback and will run as a regular part of our programme. The resulting module and relevant teaching and facilitation materials will be made available to the R14 Network institutions and the experience provided a framework for developing collaborative courses in the future.

## Train the Trainer

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[Train the trainer](#) is a scheme for postdocs to be trained to design and deliver training courses, leading to the possibility of being paid to deliver courses on our PhD Programme. Postdocs deliver training on topics that are already part of the RD provision or new topics for which there is demand. In August 2020, we received 23 applications, with 15 attending the training. Four new postdocs delivered training in 2020/21, introducing new workshops on LaTeX and Researcher Wellbeing. In the July 2021 Train the trainer, there were 19 applications, 14 attendees, and 9 postdocs were selected to join the training team. These postdocs will introduce new workshops on topics identified as a priority through participant feedback: statistics, R, SPSS, and writing abstracts. Postdocs contribute to a range of our existing provision such as: Getting started with your PhD; Presenting your Research to an Audience; Making a Poster Presentation; Making the Most of your First Academic Conference; Storytelling skills; and Managing your time and workload effectively.

## **Appendix One – Academy staff**

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Maxwell Addo - Teaching Recognition Programme Manager

Ruqiyabi Naz Awan – Education and Learning Adviser

Ana Cabral – Education and Learning Adviser

Emma Caseley – Head of Strategy and Administration

Janet De Wilde – Director of the Queen Mary Academy

Steph Fuller – Academic Practice Taught Programme Manager (job share)

Angela Gallagher-Brett - Academic Practice Taught Programme Manager (job share)

Catherine Hunt, Queen Mary Academy Administrator

Rui Pires-Martins - Researcher Development Adviser (Postdocs and ECRs)

Fryni Panayidou - Researcher Development Adviser

Alison Pettigrew – Head of Education and Learning

Anna Price – Head of Researcher Development

Danielle Thibodeau – Education and Learning Adviser

Reena Varsani – Education and Learning Administrator

Fiona Yelland – Education and Learning Administrator

As at 31 July 2021

## Appendix Two – External Advisory Board

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### Queen Mary Academy External Advisory Board

The External Advisory Board will meet once a year. Members will be drawn from a range of sector bodies and higher education institutions and should have understanding of the work of the Queen Mary Academy and the purpose of academic practice development.

The recommendations of the External Advisory Board will be presented to the Education Quality & Standards Board (EQSB) and will help to inform the Queen Mary Academy's annual plan.

#### Terms of reference

- to advise on the Academy's scope of provision (including face-to-face, online and blended delivery), providing feedback and helping to identify opportunities to ensure that our offer remains relevant, exciting, engaging, and current
- to support the Academy in ensuring the quality of provision through benchmarking against sector standards
- to consider a range of external influences which may impact on the Academy's future activities
- to formulate findings and make recommendations

#### Constitution

The External Advisory Board will normally comprise the following:

- External Chair, representative from research-intensive university
- Representative from Advance HE
- Representative from Vitae
- Representative from UKCGE
- Representative from an international university
- Representative from Industry or Employer Sector
- Vice-Principal (Education), Queen Mary University of London
- Director, Queen Mary Academy
- Head of Education and Learning, Queen Mary Academy
- Head of Researcher Development, Queen Mary Academy
- Head of Strategy and Administration, Queen Mary Academy

#### Membership

- Dr Jon Turner, Director, Institute for Academic Development, University of Edinburgh - Chair
- Helen Bråten, Senior Adviser, NOKUT (the Norwegian Agency for Quality Assurance in Education)
- Emma Caseley, Head of Strategy and Administration, Queen Mary Academy
- Professor Janet De Wilde, Director, Queen Mary Academy
- Dr Owen Gower, Director, UK Council for Graduate Education
- Professor Stephanie Marshall, Vice-Principal (Education)
- Alison Pettigrew, Head of Education and Learning, Queen Mary Academy
- Dr Anna Price, Head of Researcher Development, Queen Mary Academy
- Dr Katie Wheat, Head of Engagement and Policy, Vitae
- Rachel Witton, Head of Membership, Advance HE

## **Appendix Three - Representation – internal and external**

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### **Professor Janet De Wilde**

#### Queen Mary

- Academy Learning & Teaching Committee (Chair)
- Curriculum Enhancement Project (Chair)
- Scaling Up Blended Project (Chair)
- Digital Workplace Programme Board
- Digital Workplace Programme Training Board (Chair)
- Festival of Education Steering Group (Chair)
- Education Quality & Standards Board
- Education Strategy Advisory Team
- E-learning Steering Group
- Online Sub Board
- PCI Steering Group
- Directors of Education Forum
- Programme Directors Forum
- RD Concordat Implementation Group (Co Chair)

#### External

- British Library Ethos Advisory Board (electronic theses across UK)
- Leadership and Organisation for Teaching and Learning at European Universities (LOTUS)
- UKCGE Executive Board

### **Alison Pettigrew**

#### Queen Mary

- Annual and Extended Programme Review Workstream
- Module Evaluation Task and Finish Group
- Assessment and Feedback workstream (Chair)
- TFG 1: Assessment Policy, Design and Feedback
- TFG 3: Student Voice and Experience
- Festival of Education Steering Group
- Get Ahead Transition Project
- HSS DEAG
- Online exams project board
- S&E DEAG
- S&E Education and Student Success Enabling Group
- SEED Award Steering Group (Chair)
- SMD Education Committee
- Taught Programmes Board
- Value Based Engagement Workstream

#### External

- Periodic Review 20/21 - University of Edinburgh (Medical School)

## **Emma Caseley**

Queen Mary

- CPD/LMS Project Board
- Digital Workplace Programme Board
- Digital Workplace Programme Training Project
- Festival of Education Steering Group
- HR Systems Steering Group
- PS Career Development Working Group – Consultation subgroup
- PS EDI Steering Group

## **Anna Price**

Queen Mary

- Concordat for Research Integrity review
- Festival of Education Steering Group
- Gender Equality Self-Assessment Team (GESAT)
- Concordat Implementation Group (Co Chair)
- VPR Operations Group

External

- Vitae Apprenticeship Review
- CEDARS Steering Group
- R14
- Russell Group PGR SIG

## **Rui Pires Martins**

Queen Mary

- Concordat Implementation Group

External

- CEDARS Steering Group
- R14

## **Fryni Panayidou**

External

- Russell Group PGR SIG



## Appendix Four – Education and Learning workshops 2020/21

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| Workshop   | Participants |
|--|--------------|
| Action research for professional learning                        | 4            |
| Co-creation / students as partners                               | 3            |
| Effective Feedback   | 30           |
| Employability and graduate attributes                            | 4            |
| Enhancing Assessment Design                                      | 17           |
| Interactivity in asynchronous teaching and learning (Online)     | 31           |
| Interactivity in online teaching (online)                        | 41           |
| Introduction to Curriculum Design                                | 8            |
| Managing Bold and Challenging Conversations with Taught Students | 9            |
| Mixed-Mode Education Workshop                                    | 105          |
| Reflective practice to enhance teaching                          | 12           |
| Student Engagement Online  | 16           |
| Teach Your First Session (OPEN) Split over 2 days                | 58           |
| Teach Your First Session (SE) Split over 2 days                  | 39           |
| Teach Your First Session (SMD) Split over 2 days                 | 14           |
| <b>Total</b>   | <b>391</b>   |

## Appendix Five – Researcher Development courses 2020/21

| Course/ Workshop  | Audience        | Unique Bookings<br>incl waiting lists | Instances   | Demand | Waiting |
|---|-----------------|---------------------------------------|-------------|--------|---------|
| Let's Write! Online Writing Retreat (full day)                                    | All Researchers | 343                                   | 12 x 6 hrs  | 95%    |         |
| Let's Write! Online Writing Retreat (half day)                                    | All Researchers | 306                                   | 12 x 3 hrs  | 85%    |         |
| Introduction to Statistics and R /<br>Introduction to Statistical Methods using R | All Researchers | 270                                   | 5 x 18 hrs  | 180%   | 120     |
| Speed-reading for Researchers   | All Researchers | 211                                   | 5 x 6 hrs   | 141%   | 61      |
| Fundamentals of Data Visualisation  | All Researchers | 196                                   | 3 x 6 hrs   | 218%   | 106     |
| Finding Research Funding, including small grants and travel funds                 | All Researchers | 121                                   | 3 x 2 hrs   | 101%   | 1       |
| Managing your time and workload effectively in a research environment             | All Researchers | 118                                   | 3 x 3 hrs   | 131%   | 28      |
| Planning for an academic career   | All Researchers | 114                                   | 3 x 2 hrs   | 127%   | 24      |
| Making a Poster Presentation  | All Researchers | 101                                   | 3 x 3 hrs   | 112%   | 11      |
| Creativity and Mindmapping for Researchers  | All Researchers | 96                                    | 3 x 6 hrs   | 107%   | 6       |
| Researcher Wellbeing: Stress, Resilience and Strengths                            | All Researchers | 75                                    | 2 x 3hrs    | 125%   | 15      |
| LaTeX Tutorial for Absolute Beginners   | All Researchers | 71                                    | 2 x 2 hrs   | 142%   | 21      |
| Story-telling skills for engaging an audience with your research                  | All Researchers | 66                                    | 2 x 3.5 hrs | 132%   | 16      |
| Project Management for Researchers  | All Researchers | 64                                    | 3 x 3 hrs   | 71%    |         |
| Researcher Wellbeing: Managing stress as a Researcher                             | All Researchers | 60                                    | 2 x 1.5 hrs | 100%   |         |
| Researcher Wellbeing: Wellbeing techniques for working remotely                   | All Researchers | 55                                    | 2 x 1.5 hrs | 92%    |         |
| Academic Peer Review  | All Researchers | 54                                    | 2 x 3 hrs   | 90%    |         |
| LaTeX for Writing your Thesis   | All Researchers | 41                                    | 1 x 2.5 hrs | 164%   | 16      |

|  |                 |     |             |      |    |
|--|-----------------|-----|-------------|------|----|
| Researcher Wellbeing: Navigating Change and Uncertainty                    | All Researchers | 40  | 1 x 3 hrs   | 133% | 10 |
| Stagecraft and Voice for Research Presentations                            | All Researchers | 38  | 2 x 3 hrs   | 127% | 8  |
| Building confidence as a researcher through embodied practices             | All Researchers | 36  | 1 x 3 hrs   | 180% | 16 |
| Developing your Voice as an Academic Writer                                | All Researchers | 34  | 1 x 3 hrs   | 142% | 10 |
| Planning and Writing Research Proposals (HSS)                              | All Researchers | 33  | 2 x 3 hrs   | 55%  |    |
| UNIQUE Women's Development Programme                                       | All Researchers | 30  | 2 x 5 hrs   | 100% |    |
| Researcher peer support focus group  | All Researchers | 27  | 2 x 1 hr    | 70%  |    |
| Assertive Communication Skills for Researchers                             | All Researchers | 22  | 1 x 4 hrs   | 73%  |    |
| Negotiation Skills for Researchers   | All Researchers | 21  | 1 x 4 hrs   | 70%  |    |
| Researcher Mentoring   | All Researchers | 20  | 2 x 3 hrs   | 50%  |    |
| Behind the mystique: what academic writing is, and how to get better at it | PGR             | 234 | 5 x 2 hrs   | 156% | 84 |
| Critical Thinking  | PGR             | 151 | 3 x 3 hrs   | 168% | 61 |
| Reading Strategically and Analytically                                     | PGR             | 141 | 4 x 3 hrs   | 160% | 53 |
| Becoming Writers - A six-step guide to more effective writing              | PGR             | 138 | 2 x 3 hrs   | 345% | 98 |
| Writing Your Thesis  | PGR             | 130 | 3 x 4 hrs   | 144% | 40 |
| Getting Started with your PhD  | PGR             | 122 | 3 x 3 hrs   | 136% | 32 |
| Working With Your Supervisor   | PGR             | 113 | 3 x 3 hrs   | 126% | 23 |
| So you want to do a postdoc?   | PGR             | 90  | 3 x 3 hrs   | 75%  |    |
| Presenting Your Research to an Audience                                    | PGR             | 79  | 3 x 9 hrs   | 110% | 7  |
| Postgraduate Funding - Considering the Alternatives                        | PGR             | 77  | 2 x 2 hrs   | 77%  |    |
| Making the Most of Your First Academic Conference                          | PGR             | 67  | 2 x 3 hrs   | 112% | 7  |
| Preparing for Your Viva  | PGR             | 61  | 2 x 3 hrs   | 102% | 1  |
| Condensing your research into 3 minutes: 3MT Information Session           | PGR             | 52  | 1 x 1.5 hrs | 87%  |    |
| Condensing your research into 3 minutes: 3MT Practicum                     | PGR             | 34  | 5 x 1.5 hrs | 85%  |    |
| 3MT finalist training  | PGR             | 6   | 1 x 3 hrs   | 100% |    |

|   |          |    |             |      |   |
|---|----------|----|-------------|------|---|
| Train the Trainer for postdocs  | RS       | 42 | 2 x 12 hrs  | 100% |   |
| Planning and Writing Research Proposals (SMD and S&E)                                       | RS       | 38 | 3 x 3 hrs   | 42%  |   |
| Are YOU Fellowship-ready?   | RS       | 37 | 3 x 3 hrs   | 41%  |   |
| Writing popular science   | RS       | 15 | 1 x 3 hrs   | 68%  |   |
| Networking and Profile Building   | RS       | 11 | 1 x 6 hrs   | 110% | 1 |
| Leadership in Action  | RS       | 9  | 1 x 7.5 hrs | 150% | 3 |
| Supporting the mental health and wellbeing of your researchers; guidance for academic staff | Academic | 25 | 2 x 2 hrs   | 63%  |   |

*Note: Demand indicates number of bookings + waiting list compared to places available*

*In addition to the courses below, we also ran an online Christmas event, attended by 25 researchers (31 registrations) and the 3 Minute Thesis final in June with 92 attendees.*

Queen Mary Academy  
Queen Mary University of London  
Mile End Road  
London E1 4NS  
[qmacademy@qmul.ac.uk](mailto:qmacademy@qmul.ac.uk)

 [@QM\\_Academy](https://twitter.com/QM_Academy)

[qmul.ac.uk/queenmaryacademy](https://qmul.ac.uk/queenmaryacademy)

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[content@qmul.ac.uk](mailto:content@qmul.ac.uk)