



Queen Mary  
University of London

# Queen Mary Academy

**Impact Report 2019/20**

Published 30 October 2020

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

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# Queen Mary Academy

## Impact report 2019/20

### Vision

In support of Queen Mary's 2030 Strategy, and its vision to 'open the doors of opportunity', our vision is to inspire excellence and innovation in educational practice and researcher practice at Queen Mary through co-creating and delivering sector leading opportunities for academic development and creating an inclusive community and culture.

### Mission

We will achieve this through:

1. delivering sector leading provision for academic practice development and support as an enabler to achieve excellence in education and research;
2. co-creating and collaborating to achieve educational and researcher development;
3. building communities for the advancement of educational and research practice using approaches such as peer-support, mentoring, and collaboration;
4. contributing to the key strategic aims of the university including gaining recognition for excellence through Higher Education Measures of Esteem;
5. providing education and research management and leadership development opportunities and career wide support;
6. promoting and supporting recognition of excellence and engagement of the academic community through our programmes, events and schemes.

### Values

In line with Queen Mary's vision and values, we will:

1. be flexible, agile, efficient, and responsive;
2. be inclusive, collegial, collaborative, and supportive;
3. strive for excellence through quality, influencing, and inspiring;
4. be evidence-led, undertaking reflection and scholarship in our practice;
5. take a co-creation approach with students, colleagues and other stakeholders;
6. model parity of esteem for education and research.

# Foreword

I am pleased to introduce the Queen Mary Academy's first annual report, which presents the impact of the Academy during its formation year. The focus for the past year was to start to realign its work to support Schools and Institutes in the delivery of the QMUL 2030 Strategy. The Academy is now in a stronger position going into 2020/21 to deliver on university-wide strategic educational projects.

During this academic year, the Academy will be updating Advisor training to improve support for these staff (consultation now underway); initiation of student voice training for SSLCs co-chairs (consultation underway); supporting the NSS Taskforce; and implementation of the curriculum enhancement strategic initiative as part of the Education Enabling Plan. This will entail enhancement of priority areas including assessment and feedback, graduate attributes and inclusive curricula.

Another key element for the Academy during 2020/21 will be capacity building for education excellence within the institution through the growth in Queen Mary Academy Fellows, Senior/Principal Fellows of the HEA and National Teaching Fellows. The growth in recognition of good practice will be supported by the establishment of the concept of remaining in good standing. This will be further enhanced by the Festival of Teaching and Learning in March 2021.

Having supported online and blended delivery for Education 3.0 and 3.1, the Academy will develop its capacity to advise and develop staff to deliver online and blended learning during 2020/21 onwards. This will be in conjunction with other services and QM Online to ensure that the support for staff and programmes is optimised and clear, and discussions are already underway with these teams.

During 2020/21, the Academy will streamline its researcher development offering in consultation with the Vice-Principal (Research and Innovation), Director of Research Services, Doctoral College, and research staff within Faculties. We will develop clear pathways of support for PhD students and Postdocs, such as a Fellowship Pathway. We will also look to update our offering in line with sector expectations and norms to meet the demands of the current international research environment (example areas under consideration are trusted research environment, researcher integrity, data visualisation and management).

Professor Stephanie Marshall, Vice-Principal (Education)

30 October 2020

# Introduction

The Queen Mary Academy was established in early 2020. We work with staff and students to develop and enhance their practice in teaching, learning, and research.

The Academy includes three key areas of work, Education and Learning, Researcher Development and Teaching Recognition, and this report provides an overview of the work in each area during the last year.

Since March our priorities have been to support our staff to move their teaching online, to provide support to research staff, and to move delivery of our own portfolio online. This work will continue to be a priority during the 2020-2021 academic year.

During 2019-2020 and in response to the COVID19 pandemic, the Academy worked to support QMUL staff in moving their taught programmes online. The Academy played a key part in the strategic oversight project Education 3.0 to assist with the move online for March-July 2020 and then in Education 3.1 assisting with preparations between April and August for move online for the first semester in 2020-2021. Within these projects the Academy collaborated with the E-Learning Support Unit by forming a new Digital Education Support Team in order to provide the combined expertise from both teams to cover all elements of online delivery including: the pedagogy of moving module content online; effective practice for interactive online delivery; and how to maximise student online engagement.

Despite the disruption and changing priorities caused by Covid-19, engagement with the Academy's taught provision has increased and planning for new strategic initiatives has continued. Demand for our taught programmes (CILT and PGCAP) remains high, and a series of new workshops were launched and are in development. We have also seen increases in the number of Higher Education Academy (HEA) Advance HE Fellowships across all categories of fellowship within the Queen Mary Academy Accredited Continuing Professional Development (CPD) provision during the last year. The Researcher Development provision saw a 7% increase in attendance (from February to July) compared to 2018/19. Our provision has been delivered online since the end of March, and 40% of our post-lockdown attendance was attributed to the 10 Community of Researchers workshops which were added to our provision in response to the COVID crisis.

The new Queen Mary Academy Fellowship scheme has been launched. This offers the opportunity for staff to share their educational practice and expertise throughout the University. The inaugural fellows will begin work in 2020/21.

Recruitment of the Academy team is nearing completion, and this additional capacity will support delivery of several strategic projects in the coming year, in line with the Education Enabling Plan.

# Education and Learning

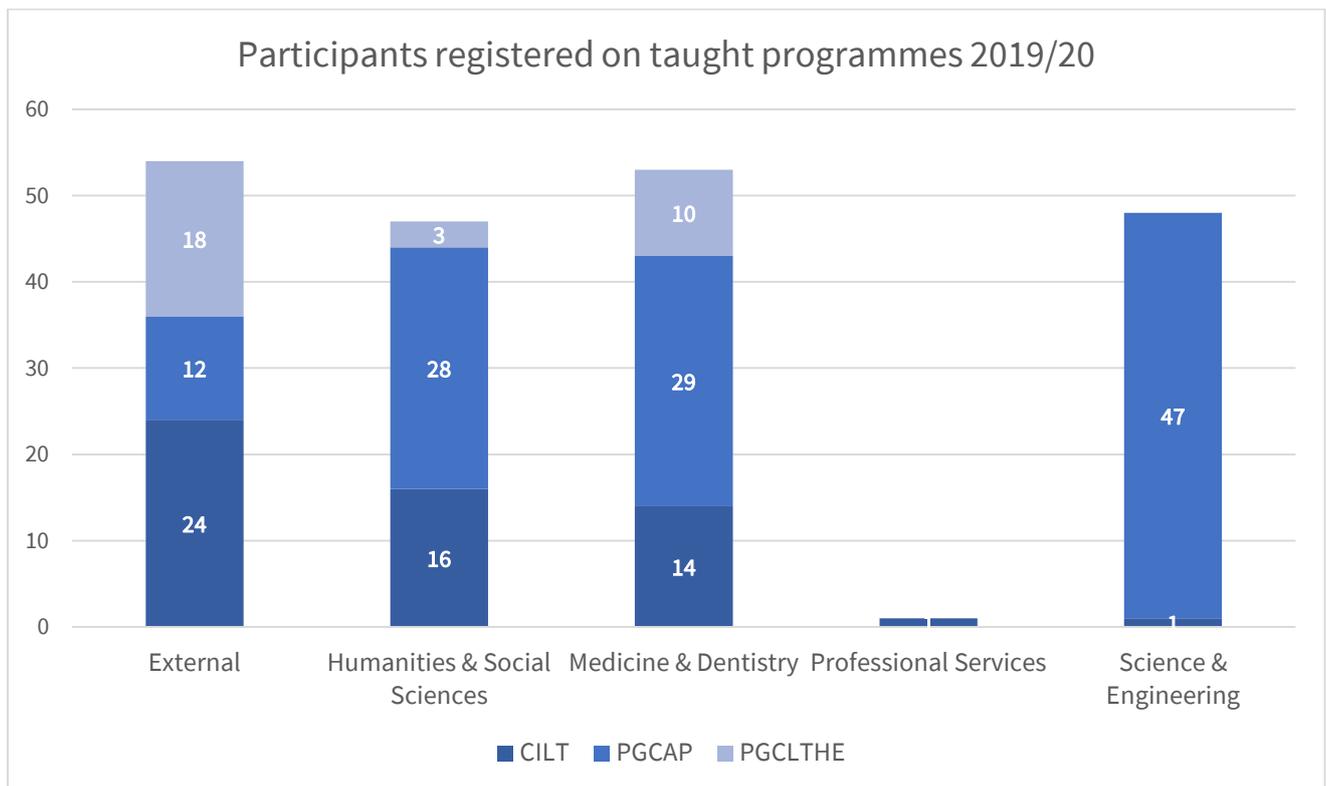
The Education and Learning team support staff to develop their teaching practice through our taught programmes (CILT and PGCAP), training, resources, projects and consultancy.

## Taught programmes

Table 1: Participants registered on taught programmes	2017/18	2018/19	2019/20
CILT (Certificate in Learning and Teaching)	104	98	56
PGCAP (Postgraduate Certificate in Academic Practice)	84	71	116
PGCLTHE (Postgraduate Certificate in Learning and Teaching in HE) <i>programme withdrawn</i>	53	30	31
Total	241	199	203

*NB There was no new PGCAP cohort in Semester 1 19/20*

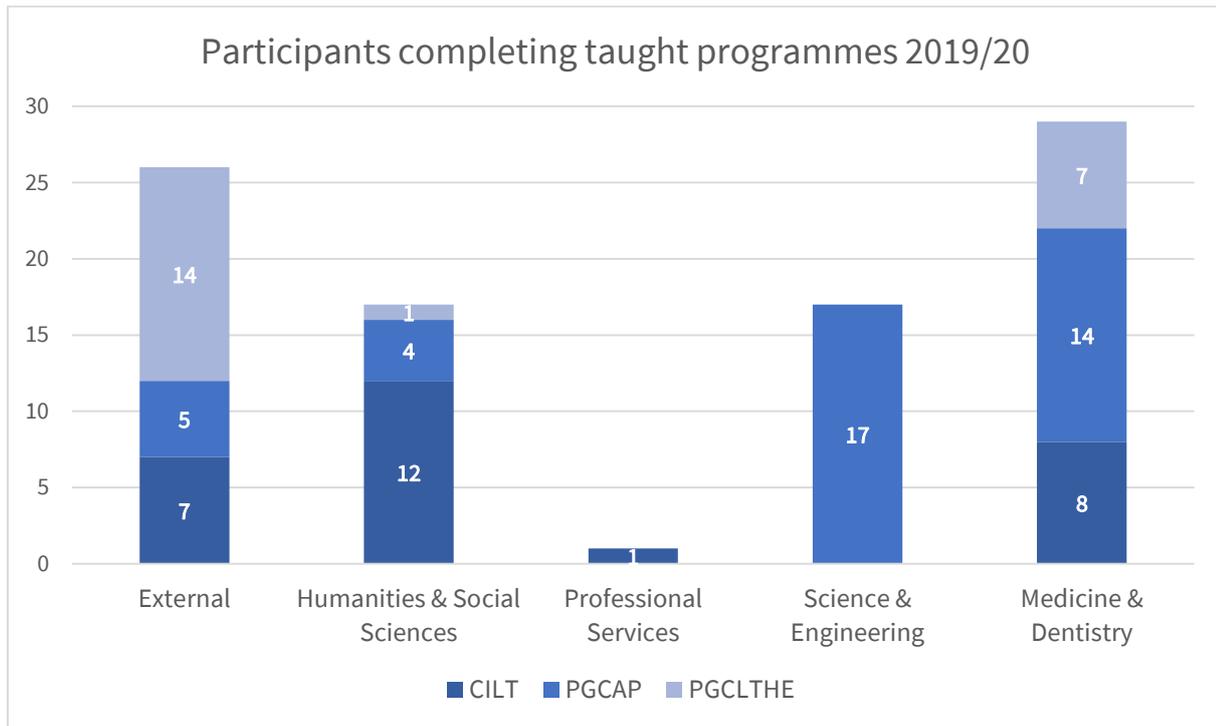
**Figure 1: Participants registered on taught programmes 2019/20**



*NB External participants include NHS staff who teach QMUL students and those at other HEIs who joined when our distance learning programmes were open to external applicants. Figures include a small number of participants who have interrupted or withdrawn during the academic year.*

Table 2: Participants graduating from taught programmes 2019-20	
CILT (Certificate in Learning and Teaching)	28
PGCAP (Postgraduate Certificate in Academic Practice)	40
PGCLTHE (Postgraduate Certificate in Learning and Teaching in HE – programme withdrawn)	22
<b>Total</b>	<b>90</b>

Figure 2: Participants completing taught programmes 2019/20



NB External participants include NHS staff who teach QMUL students and those at other HEIs who joined when our distance learning programmes were open to external applicants.

### Module evaluation

Table 3: Module evaluation for taught programmes	2017/18			2018/19			2019/20		
	Av	n	Rate	Av	n	Rate	Av	n	Rate
Learning & Teaching in HE	4.2	33	46%	4.6	67	63%	4.3	18	43%
Learning & Teaching in the Disciplines	-	-		4.1	57	67%	4.6	12	34%
Learning & Teaching in HE (DL)	5.0	2	18%	5.0	7	50%	4.8	8	35%
Learning & Teaching in the Disciplines (DL)	-	-		4.5	13	27%	4.4	7	25%
<b>Overall</b>	<b>4.2</b>	<b>35</b>	<b>42%</b>	<b>4.4</b>	<b>144</b>	<b>56%</b>	<b>4.5</b>	<b>45</b>	<b>35%</b>

NB Table shows modules from the current PGCAP. There was no new PGCAP cohort in Semester 1 19/20. The switch to remote delivery has impacted response rates for 19/20.

## Admissions for September 2020

- We are offering 100 places across CILT and PGCAP for September 2020. This includes 20 places reserved for PhD students who teach.
- There are currently 90 people on our expression of interest list awaiting a place

## New Education and Learning workshops

<b>Table 4: New workshops launched during 2019/20</b>	<b>Launched</b>	<b>Sessions delivered</b>	<b>Attendees</b>
Interactivity in webinars	April 2020	10	61
Workshop for Education Strategy Group	July 2020	1	20
Asynchronous teaching and learning*	July 2020	2	5
Show and share café	July 2020	3	60

\*Note this is a new course and uptake has increased since July but the data in this report covers up to July 2020

## Education and Learning online resources

The team developed the following new online resources for the Queen Mary Academy website:

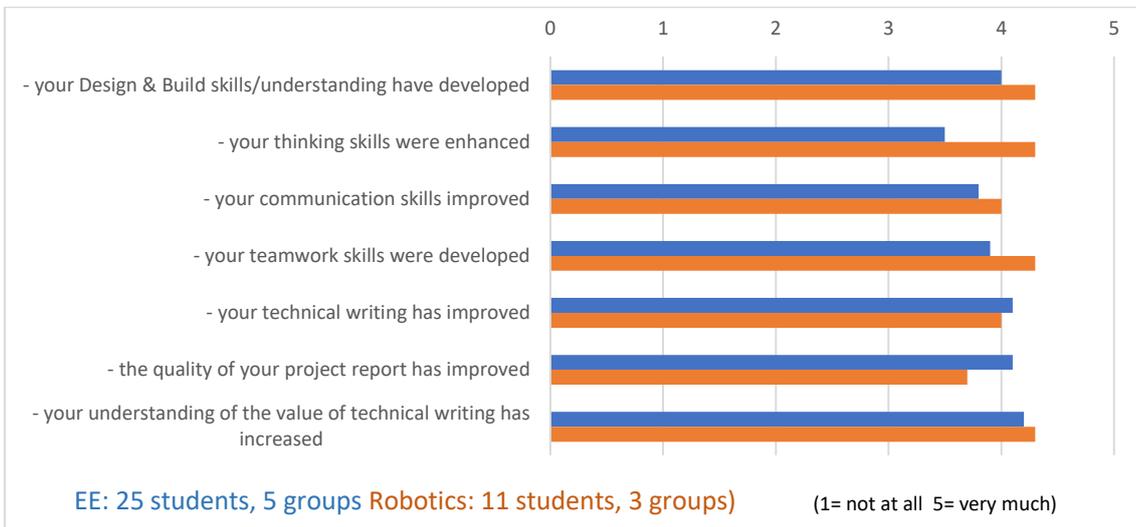
<b>Table 5: New online resources 2019/20</b>	
Designing online courses	Intended learning outcomes
Engaging students online	Constructive alignment
Online assessment	Self and peer assessment
Developing critical skills	Programme level assessment design
Module level curriculum design	Assessment and feedback literacy
Programme level curriculum design	Giving useful feedback
Peer observation of teaching	Assessment <i>of, for</i> and <i>as</i> learning

# Education and Learning Project work

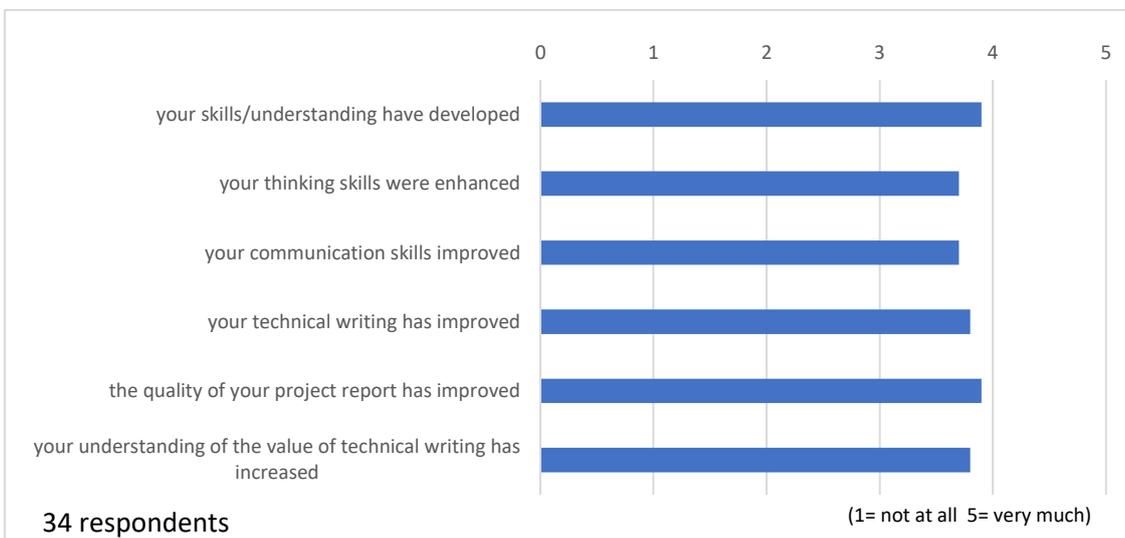
During 2019-2020, the Education and Learning team supported the **Technical Thinking and Writing Pathway (TTWP)** is a trans-modular, cross-programme initiative developed through the three years of undergraduate study in the School of Electronic Engineering and Computer Science (EECS).

- Intervention - final year individual student projects, targeting the whole final year cohort spanning both Computer Science and Electronic Engineering programmes (Semesters A and B - a total of about 250 students) 2019/20
- Second iteration of the intervention targeting the year 2 group project in Electronic Engineering (Design and Build group project module in Electronic Engineering (year 2 of a BEng programme – piloted in 2018/19, implemented in 2019/20) (Semester B)
- Based on the result of the pilot, clear assessment rubrics and descriptors were introduced and included in all workshops with the students
- Interventions were evaluated using online evaluation surveys (see below) and student focus groups

**Figure 3: Year 2 - TTWP Evaluation survey – contribution**



**Figure 4: Year 3 - TTWP Evaluation survey – contribution**



## Education 3.0 and 3.1 and the Digital Education Support Team

The Academy supported the strategic Education Projects 3.0 and 3.1 to deliver online learning across Queen Mary in response to COVID19 pandemic for both completion of 2019-2020 and the first semester 2020-2021. The Academy chaired the staff development workstream 8 and were active members of workstream 2 for content delivery, and workstream 3 for assessment and feedback.

To be able to support QMUL effectively, the Academy formed a collaboration with the E-learning Unit called the Digital Education Support Team. The aim was to provide training and support for staff moving their teaching online. As well as a wide range of workshops run by the Academy and the ELU, the team also offered bespoke training for Schools and Institutes.

Furthermore, to increase capacity support for online teaching and learning has also been delivered by two external suppliers, Curio and Hable, and a range of material has been produced and made available via the Queen Mary Academy website.

Key deliverables from this collaboration, which is ongoing, have been:

- Development of five new training courses (Interactivity in Online Delivery, ABC Design, Asynchronous Student Engagement, Recording Yourself, Introduction to Discussion Forums)
- Delivery of 107 teaching online workshops covering 1,165 attendances
- Delivery of bespoke sessions and drop-ins covering 553 staff attendances
- Oversight of the delivery of 101 external training provider sessions for teaching online covering 1868 staff attendances
- 19 one-to-one Curio training sessions covering 19 staff attendances
- Delivered 6 Show & Share Café events covering 74 staff attendances
- Created or reviewed 2 policy documents
- Oversight of the creation and delivery of 4 training videos from Hable

Ongoing support and training will continue into the new academic year.

# Researcher Development

The Researcher Development team promotes research excellence and an inclusive research culture through supporting, developing and nurturing our PhD students and research staff to excel in their careers and be the best they can be.

## Training courses and workshops

We have run 184 courses on 102 different topics, with 723 researchers attending in total. Many of our courses are over-subscribed, with waiting lists for the most ‘in demand’ courses, and there is an opportunity to increase the number of sessions delivered by external trainers, depending on available resources. The following table reflects these constraints.

Table 6: Ten RD courses with highest attendance				How likely are you to use what you have learned during this session?			How likely are you to recommend this course to a colleague?		
Workshop name	Sessions delivered	Attendees	Survey responses	Probably will & Definitely will	Total responses to this question	Probably will & Definitely will (%)	Probably will & Definitely will	Total responses to this question	Probably will & Definitely will (%)
Getting Started with your PhD	5	129	88	60	63	95%	54	63	86%
Let's Write! Online Writing Retreat	5	116	63	29	32	91%	39	43	91%
Speed-reading for Researchers (2-part course)	4	71	34	34	34	100%	34	34	100%
How to look after yourself and stay productive	2	61	22	22	22	100%	21	22	95%
Managing your time and workload effectively in a research environment	3	60	35	32	35	91%	26	35	74%
Creativity and Mindmapping for Researchers	2	58	30	27	30	90%	26	30	87%
Making a Poster Presentation	3	57	22	21	21	100%	19	21	90%
Behind the mystique: what academic writing is, and how to get better at it	3	57	34	33	34	97%	32	34	94%
Writing Your Thesis	2	55	33	30	33	91%	16	17	94%
Reading Strategically and Analytically (2-part course)	3	54	42	38	42	90%	36	42	86%

**Table 7: Unique Individual PhD students or Postdocs/Fellows engaging in at least one Researcher Development workshop in 2019/20**  
(Average number of events attended indicated in parentheses)

	PhD students	Postdocs/Fellows	Total
HSS	140 (4)	9 (3)	149 (3)
S&E	299 (3)	20 (2)	319 (3)
SMD	183 (4)	72 (2)	255 (3)
Total	622 (4)	101 (2)	723 (3)

**Table 8: Total Instances of attendance by PhD students or Postdocs/Fellows at Researcher Development workshops in 2019/20**

	PhD students	Postdocs/Fellows	Total
HSS	579	23	602
S&E	1034	37	1071
SMD	710	138	848
Total	2323	198	2521

The Researcher Development provision is generally front-loaded, with approximately 60% of the provision delivered before February, and 40% from March to July. With the COVID closure, one might have expected 2019/20 to see a drop in post-lockdown attendance, but in fact we saw a 7% increase in attendance (from February to July) compared to 2018/19. Our provision has been delivered online since the end of March, and 40% of our post-lockdown attendance was attributed to the 10 Community of Researchers workshops which were added to our provision in response to the COVID crisis.

### New workshops for 2019/20

Through feedback collected from biennial research culture surveys, and those sent out following our events, researchers have indicated an interest in courses covering different forms of writing and research methods. In response to this several new courses were introduced in 2019/20.

- Writing support
  - 5 new writing courses were added to our provision in this last academic year (bringing our total number of workshops to 8) that were attended by 137 researchers (197 instances of attendance), including Let's Write Online Retreats have been running fortnightly since mid-April 2020 and have been attended by over 78 researchers since then.
  - Nature Masterclasses covers different facets of Scientific Writing and Publishing in 15 modules (11 hours of learning time) and is taught by Nature Research editors. 38 users have registered and engaged with the content, 16 have completed over 4 modules each.
- Three new hands-on workshops on NVivo were added to our provision. NVivo is a qualitative research methods tool that is highly sought-after by HSS researchers. In addition, the Library informatics team introduced eight new short online workshops to support various online informatics tools like PubMed, Scopus, or SAGE Research Methods. These were introduced at the beginning of the lockdown and were attended by 70 researchers.

## Community of Researchers (CoR) workshops

Researcher Development and Careers held an online focus group with researchers at the end of March to gather information about how the COVID-19 situation was impacting them and what support they needed. In response, we launched a series of new online webinars, writing retreats and interactive Q&A sessions under the title 'Community of Researchers' to directly address some of the concerns raised.

10 different workshops, all of which were delivered online, were attended by over 206 researchers since March.

## Train the Trainer

The team offers the opportunity for postdocs to be trained to design and deliver training courses, leading to the possibility of being paid to deliver courses on the PhD student development provision. Postdocs deliver training on topics that are already part of the RD provision or new topics for which there is demand. In 2019-20, 17 postdocs applied, 16 attended training, and we had four new postdocs delivering training on our provision, introducing workshops on Storytelling and NVivo training to the courses already taught by postdoctoral researchers, which included: Getting started with your PhD, Preparing for Your Viva, Introduction to Statistics and R, Presenting your Research to an Audience, Making a Poster Presentation, and Making the Most of your First Academic Conference.

## Mentoring

In 2019/20, we expanded our postdoc mentoring scheme to include opportunities for postdocs to mentor PhD students, not only giving a postdoc access to a more senior academic staff mentor, but to also offer them opportunities to mentor more junior researchers in their faculties. 13 Postdocs were matched in single or small group mentoring arrangements, 4 opted to find their own mentors, and an additional 12 postdocs signed up to mentor PhD students. 38 PhD students signed up for postdoc mentors; 14 were matched in 1-to-1 or small group mentoring arrangements, and 28 received training on how to find their own mentor.

## Mental Health & Wellbeing

The Research England/Office for Students Catalyst Fund project on PGR wellbeing ended in December 2019. A total of 563 unique PGRs actively engaged with the project, with 93% of them engaging with initiatives that RD led on or co-facilitated (support group, training and events). The total instances of attendance by PGRs were 919.

During 2019-20 we introduced two - distinct workshops for supervisors and staff who support PGRs; a 3-hour workshop on how to support PGR mental health and wellbeing and a 1-hour lunchtime session on how staff can look after their own wellbeing (attendance: 18 Academics; 1 Research Staff; 11 Support Staff). We also introduced PGR mental health and wellbeing as core component of New Supervisor training (attendance: 54 Academics, 13 Clinical or Research Staff)

## Concordat and HR Excellence in Research

QMUL has been externally recognized for our efforts in upholding the principles of the Concordat to Support the Career Development of Researchers for over 12 years. Examples of Concordat-related initiatives include the introduction of a researcher development programme that saw a 17% increase in engagement from

2018-2020; with 70% of our researchers attending at least 2 events per year. The HR Excellence in Research Award is reviewed biennially, and our external review took place in May 2020, which resulted in our award being renewed until 2022. Our [2020-22 Action Plan](#) includes actions around reviewing barriers to engagement with CPD provision and mentoring schemes, across all schools and institutes. We will also create a new Concordat Implementation Group, which will involve faculty-level representation from researchers and academic staff, working with the senior research executive to align our keep our environment supportive of our researchers' needs.

## Three Minute Thesis (3MT)

The 2020 competition had the widest engagement to date with 19 applications. All Faculties were represented by the finalists and the judging panel. The final took place online was well received and attended (77 attendees). This year for the first time a Queen Mary PhD student Vinaya Srirangam Nadhamuni reached the national Vitae 3MT final after competing against PhD contestants from 52 UK HEIs, winning the People's Choice Award.

## Personal Development Plan (PDP)

We revised our existing skills analysis and personal development plan (PDP) for PhD students. The PDP has been core part of New Supervisor training since 2018-19, and from 2020-21 it will be included in the Code of Practice as mandatory part of PhD students' annual reviews.

## Collaborations

### Faculties/schools/institutes

The team delivered demonstrator training for SBCS and ran the session 'Keeping well as a researcher' during the 2019 Annual Meeting of the Linguistics Association of Great Britain, which was hosted by Queen Mary.

### Doctoral College

We contributed to several events organised by the Doctoral College, such as by delivering training on PhD student development and on supporting PhD mental health during the mandatory New Supervisor training that ran three times this academic year. We also delivered 3-hour wellbeing training for all 3 PhD Cohort Days.

### Athena and Springboard

The Springboard Women's Development programme ran for the fourth year with three out of four sessions taking place online. The programme was attended by 22 PhD students and 6 Research Staff. The team are contributing members of the QMUL Gender Self-Assessment Team.

### Doctoral Training Partnerships

We delivered two-part training on 'Pitching your Research in 3 Minutes' for the European training network [MIP-Frontiers](#). The team also delivered the funding session as part of Skills Fridays for the NERC DTP based at the Natural History Museum.

# Teaching Recognition

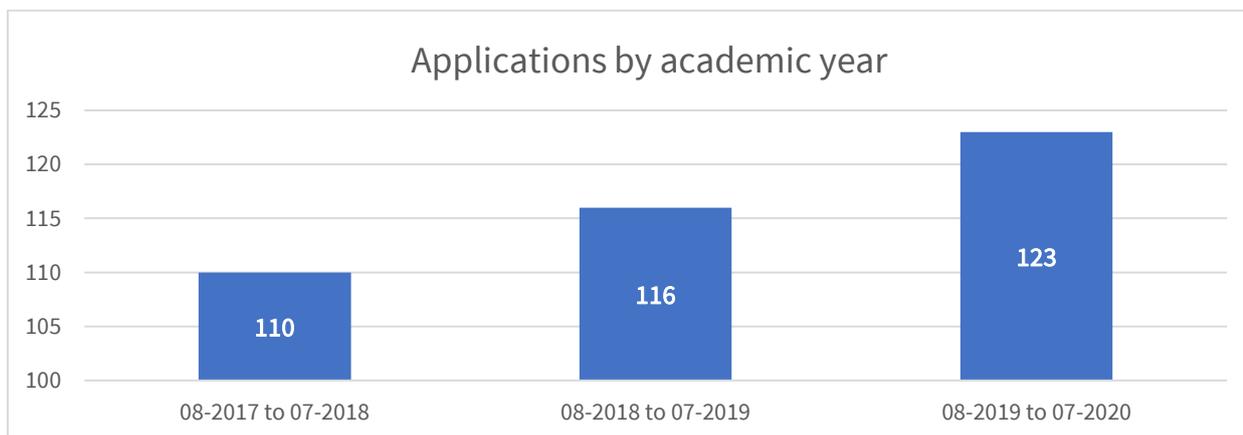
The Teaching Recognition Programme (TRP) aims to recognise and promote excellence in teaching and learning. This is achieved through our target of engaging all staff in the process of seeking Associate Fellowship, Fellowship, Senior Fellowship or Principal Fellowship of the HEA. We also assist staff as they pursue National Teaching Fellowship (NTF) of the HEA, and the Collaborative Award for Teaching Excellence (CATE). In doing this we build communities of practice by supporting academics at all career stages to achieve recognition of their support of students' learning.

Queen Mary's strategic goal is for 100% of staff with teaching responsibilities to have, or be working towards, a teaching qualification and we continue to work towards this. Reflective practice guided by the United Kingdom Professional Standards Framework (UKPSF) is being embedded across all stages of the career development of academics within the university, as well as in appraisal and promotions discussions. All newly appointed academic staff are expected to achieve Fellowship during their probation period, and Fellowship at the appropriate descriptor is normally expected for promotion in most Schools.

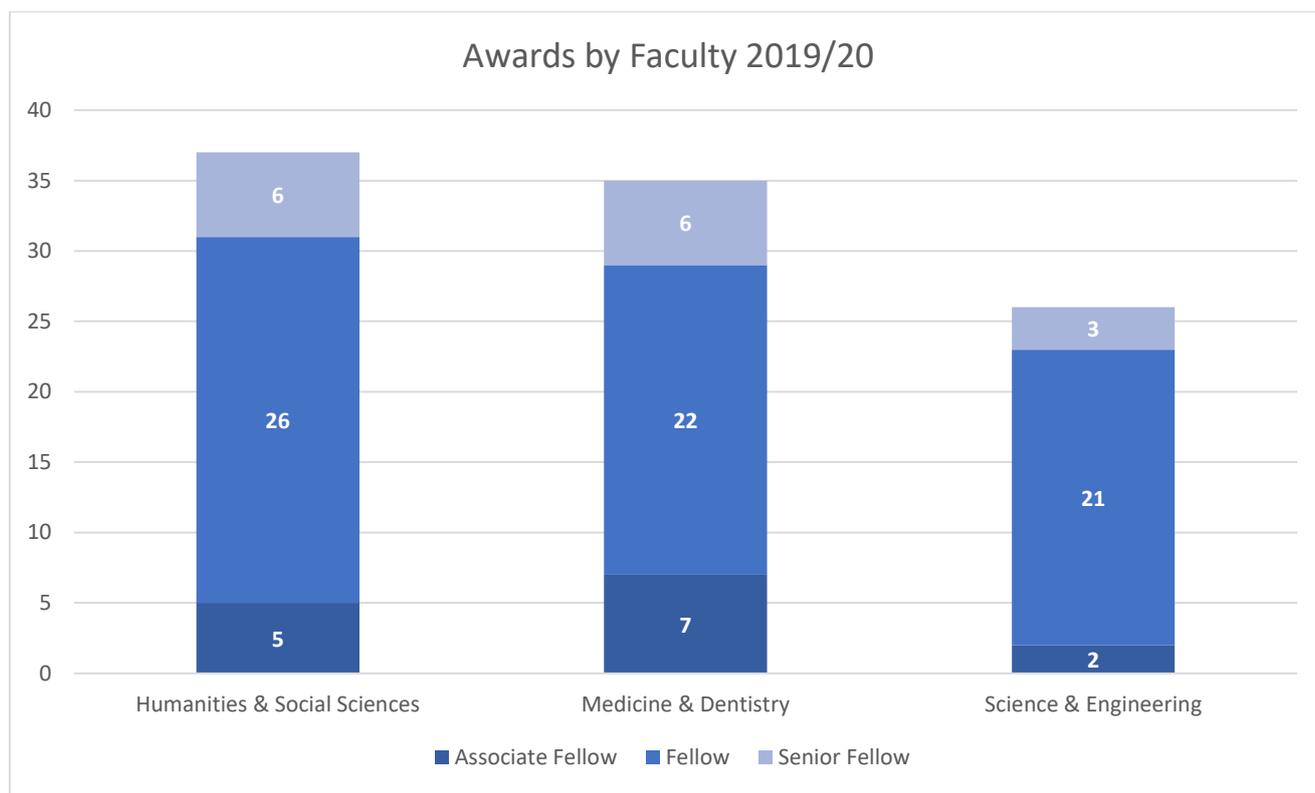
## Teaching Recognition Provision

There has been a steady rise in the number of engaging with our accredited provision during the year, despite the challenges posed by the Covid-19 pandemic which caused significant disruption to normal work across the university. Over the past year, 123 staff have applied for Fellowships of the Higher Education Academy (HEA) - Advance HE through our accredited Teaching Recognition Provision, an increase on previous years. This has resulted in a consistent rise in the numbers of staff from all Faculties gaining awards of HEA Fellowships (D1 to D3) year on year.

**Figure 5: Applications for fellowship by year**



**Figure 6: Awards by Faculty 2019/20**



## Teaching Recognition Awards

There has also been a steady rise in the overall number of staff gaining Fellowship of the HEA across QMUL. The table below shows the total number of awards gained across both our Teaching Recognition Provision and Taught Programmes.

**Table 9: Total fellowships by category for 2017-2018 and 2019-2020**

Year	Associate Fellow	Fellow	Senior Fellow	Principal Fellow
2017/18	202	757	61	10
2019/20	342	940	94	12

*Source: Advance HE*

## Scheme operation and management

The Teaching Recognition Team provided a variety of support for applicants including workshops, drop-in sessions as well as school-based writing 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. Feedback received from staff 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.

Over the past year, there were five HEA Fellowship award panels organised by the TRP. The awarding panel comprised a rotating pool of about 30 panel members who are all trained reviewers from across the university and the External reviewer. They included 6 Principal Fellows, 26 Senior Fellows, and 11 Fellows of the HEA. Panels were chaired by the Vice- Principal (Education). Further recruitment and training organised during the academic year increased the number of reviewers and enhanced the calibration of the reviewers in making award decisions. Through the robust approach adopted by the panels, the TRP ensured high standards were maintained. Panel members have demonstrated their willingness to discuss applications in an open and thoughtful manner and to challenge existing practices to achieve excellence. This has supported new panel members to succeed in developing their own competence in making award decisions during the period. Our outgoing External Reviewer, Chris Butcher PFHEA, has been instrumental in supporting the TRP to consistently improve its processes and principles of practice in line with Advance HE accreditation requirements and QMUL institutional values.

## Mentoring

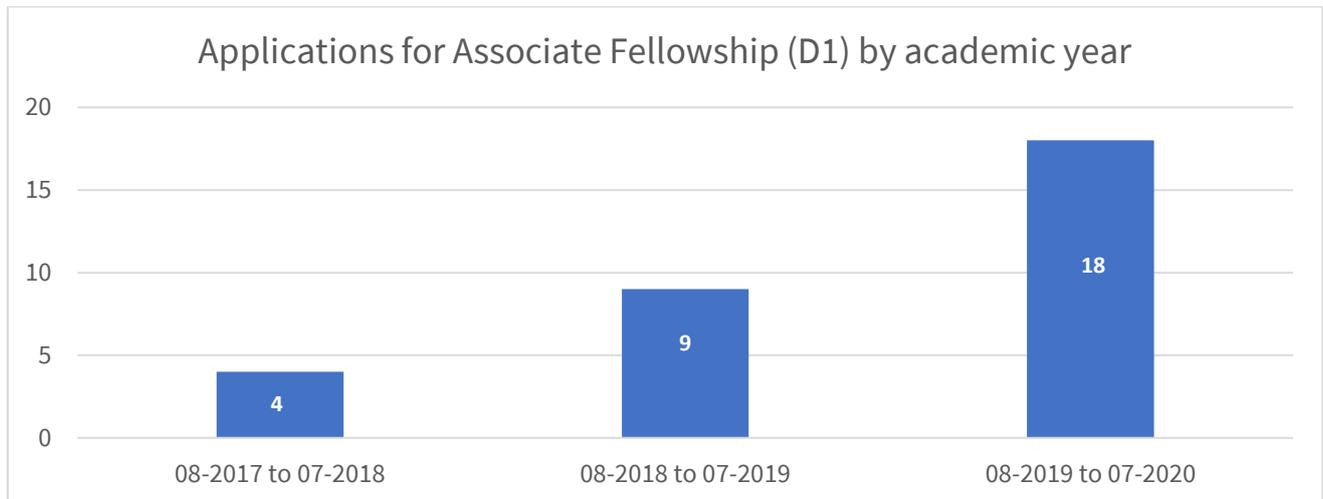
Fellowship mentors are trained Fellows of the HEA who support staff through the fellowship application process. The role of the mentor is open to both academic and professional services colleagues. Having grown from c10 members four years ago, the TRP currently works with a pool of about 30 colleagues who contribute to the programme in this capacity. This recent increase has improved the support provision for applicants and reduced the average workload on each mentor.

The role of mentor includes sharing ideas on reflective practice with their mentees and providing feedback on drafts. This represents a significant contribution towards improving the applicant experience. This is underscored by the high correlation observed between applicants' experience of mentoring and success at first attempt of applying for fellowship. Mentors also play a vital role in building communities of practice across the various schools and institutes. Mentors in turn, can use their experience as part of evidence for applying for Senior Fellowship of the HEA.

## Engagement of early career academics and researchers

The period under review also recorded an increase in the engagement of early career academics and doctoral students applying for fellowships. This is reflected by the data on Descriptor 1 (D1) applications (that lead to Associate Fellowship of the HEA) that is illustrated below.

**Figure 7: Applications for Associate Fellowship**



This trend reflects our commitment to enhancing the opportunities for continuing professional development for all staff including Teaching Assistants and Post-docs who support students' learning, as well enhancing the competitive advantage of such staff and doctoral students who are interested in teaching in the Higher Education sector.

### Impact on teaching and learning practice

Staff from all three Faculties reported that the process of applying for fellowships has proved beneficial in encouraging them to reflect more deeply on their teaching practices. Through mentoring discussions and the sharing of good practice, communities of practice have developed within several academic departments. This has also created the conditions for the emergence of new pedagogic knowledge and a new lens through which education and continuing professional development can be enhanced.

The increase in the number of Senior and Principal Fellows at QMUL has led to increased dialogue around teaching and educational leadership. This has also enhanced dialogue on and the capacity of staff to effect positive change through programme leadership, mentoring colleagues and participation in a range of learning and teaching working groups within the schools.

# The Westfield Fund for Enhancing the Student Experience and Drapers' Grant for Teaching Innovations

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. Due to the impact of Covid-19 and the emergency move of teaching online, this year the two Funds were put together to make up a larger funding round specifically targeted to support current University-wide endeavours to provide online teaching, learning and assessment and to support student experience in these areas

Six projects were selected for funding from across the two Funds, with the judging panel looking for those projects which responded to the online context. Full details are available on the [Queen Mary Academy website](#), and the project titles are below:

- 1. Empowering students through a 'Students' Jury' on online learning**  
Lead: Dr Jeffrey Kennedy
- 2. Improving access to online learning in the School of Politics and International Relations (SPIR)**  
Lead: Dr James Strong
- 3. Innovative online pedagogy for Business Management undergraduate students/modules**  
Leads: Dr Martha Prevezer, Dr Liam Campling, Dr Matteo Mandarini, Professor Gerard Hanlon
- 4. Improve student's feedback literacy for enhancing their learning experience**  
Lead: Dr Maria Romero-Gonzalez
- 5. The development of interactive online resources to support students learning and to provide additional resources for student skill development for assessments, which can have 24-hour access**  
Lead: Dr Folashade Akinmolayan
- 6. Connecting Practice Virtual Programme: supporting NHS student volunteers' wellbeing**  
Lead: Dr Riya George

Ten small and four large project grants were awarded from the Westfield Fund, as well as a grant from the Drapers' Fund at the end of 2018/19. These projects have been undertaken over the course of 2019/20, and, due to the impact of the Coronavirus pandemic some are continuing into 2020/21. Details of these projects are available on the [Queen Mary Academy website](#).

# Appendix One – Academy staff

Maxwell Addo - Teaching Recognition Programme Manager

Ruqiyabi Naz Awan – Education and Learning Adviser

Adam Borthwick – Teaching Recognition Administrator

Ana Cabral – Education and Learning Adviser

Emma Caseley – Queen Mary Academy Manager (started July 2020)

Janet De Wilde – Director of the Queen Mary Academy (started March 2020)

Steph Fuller – Academic Practice Taught Programme Manager

Melanie Johnson – Queen Mary Academy Administrative Officer (Started January 2020)

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

Augusto Nembrini da Rocha - Researcher Development Administrator

Fryni Panayidou - Researcher Development Adviser

Alison Pettigrew – Education and Learning Manager (started September 2020)

Anna Price – Head of Researcher Development

Danielle Thibodeau – Education and Learning Adviser (started June 2020)

Reena Varsani – Queen Mary Academy Administrative Assistant

# Appendix Two - Scholarly activity

## Scholarly Activity Summary for 2019-2020

This paper tracks the scholarly activity for the Queen Mary Academy from August 2019 to July 2020.

The paper is structured as shown below:

1. Conference presentations in this time period are shown in Appendix Table 1
2. Papers in preparation and/or published during this time period are shown in Appendix Table 2
3. Awards, grants, prizes and recognition are shown in Appendix Table 3

**Appendix 2: Table 1: Conferences Presentations Aug 2019 – July 2020**

WHO	CONFERENCE	PRESENTATION TITLE	WHEN	WHERE
Ana Cabral, Harmer, A.	Smarter Assessment through Innovative Curriculum Design	Innovative curriculum design as a vehicle to change assessment practices – a case study from QMUL (BSc Global Health, Blizzard Institute)	12 September 2019	Brunel University London
Ana Cabral, Timotijevic, T. and Donohue, J.	New Approaches in Practice Conference. The Institution of Engineering and Technology and Engineering Professors Council	Strengthening technical thinking through writing - case study	18 <sup>th</sup> November 2019	London
Ana Cabral, Timotijevic, T., and Naeem, U.	AdvanceHE Teaching and Learning Conference	Creative curriculum design and teaching practice that aid employability: Technical Thinking and Writing Pathway in the School of Electronic Engineering and Computer Science, QMUL.	July 2020	Online

**Appendix 2: Table 2 Papers Aug 2019 – July 2020**

AUTHORS	TITLE	JOURNAL	PROGRESS UPDATE
<b>Ana Cabral</b> (Lambirth, A., McDonald, R., Philpott, C., Brett, A. and Magaji, A. - UGRE)	Teacher-led professional development through a model of action research, collaboration and facilitation.	Professional Development in Education	Published DOI: <a href="https://doi.org/10.1080/19415257.2019.1685565">10.1080/19415257.2019.1685565</a>
<b>Ana Cabral</b> T. Tombros (EECS) and J. Donohue	Establishing partnerships with students through active learning and interactive teaching innovations: outcomes for students' experience and the lecture's professional development	In M. Malik, J. Andrews, R. Clark, R. Penlington and R Broadbent (Eds.) <i>Realising Ambitions: Proceedings of the 6th Annual Symposium of the United Kingdom and Ireland Engineering Education Research Network 2018</i> (p.353-364) Portsmouth, University of Portsmouth (ISBN: 978 1 86137 669 5). Available online:	Published (2019 - October) <a href="https://hefocus.raeng.org.uk/network-events/">https://hefocus.raeng.org.uk/network-events/</a>

<b>Ana Cabral</b> Timotijevic, T., and Donohue, J.	Case study: Strengthening technical thinking through writing: a pilot study in the Design and Build project in Electronic Engineering at QMUL. <i>New approaches to engineering higher education in practice</i> (pp 18-21)	The Institution of Engineering and Technology and Engineering Professors Council.	Published (2019 – November) Available online: <a href="https://www.theiet.org/media/4820/new-approaches-practice.pdf">https://www.theiet.org/media/4820/new-approaches-practice.pdf</a>
Steph Fuller	Building Communities of Practice in Online Learning	Open Learning: The Journal of Open and Distance Learning	Submitted for review
Ravi Singhal, Adarsh Kumar, Harvinder Singh, Stephanie Fuller, Sukhpal Singh Gill	Digital Device based Active Learning Approach using Virtual Community Classroom: Design and Assessment Techniques	Teaching and Teacher Education	Submitted for review

**TABLE 3: Awards: August 2019 – July 2020**

WHO	AWARDS, GRANTS, PRIZES AND RECOGNITION	WHEN	ORGANISATION
<b>Ana Cabral</b>	Education Excellence Award Project: Technical Thinking and Writing Pathway team (December 2019).	December 2019	QMUL

# Appendix Three - External engagement

## Researcher development

- The team contributed a case study for the OfS Coronavirus case studies <https://www.officeforstudents.org.uk/advice-and-guidance/coronavirus/coronavirus-case-studies/postgraduate-research-students/>
- The RD team were invited by the Russell Group to contribute to their project on research culture
- QMUL hosted the 2019 National Postdoc Conference (NPdC2019), which was organized and run by postdocs from QMUL, Kings, Imperial, and Cambridge. The event featured research leaders from across the sector, funders including UKRI and the Wellcome Trust researcher developers from many southeastern HEIs, and national organizations like Vitae and UKRSA. Over 300 postdocs registered (52 from QMUL) from 36 HEIs across the UK and internationally. Over 200 attended the conference, with about 40 attending it remotely.
- Rui Peres Martins sits on the following Boards: London Postdocs, and UK Postdocs; UKRSA QM-Rep; EURAXESS Local contact point; Vitae CEDARS Steering Group – environment lead
- Culture, Employment, and Development of Academic Researchers Survey (CEDARS), replaces the CROS (Research Staff) and PIRLS (Principal Investigator, Research Leader) research culture and staff surveys that QMUL has been running for some time. It is mapped to the 2019 Concordat and the RD team was involved in developing this new survey instrument, which will run at QMUL from March-May 2021.
- Anna Price is the Vitae London Regional Representative.

In the last year our work on PGR mental health was presented at: 2019 Vitae Researcher Development International Conference; REDS Conference 2019; Student Voice and the Co-creation of Interventions for Improving Post-Graduate Researcher Mental Health and Wellbeing. The joint work with Advice and Counselling on the PhD Support Group has been accepted as an article for a special issue in Studies in Graduate and Postdoctoral Education.

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