

University of
Worcester Teaching
Award Scheme
2022/23

Vignettes of Practice



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Realising teaching excellence at the University of Worcester blog
<https://rteworcester.wp.worc.ac.uk>

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Foreword from the Editor

The University of Worcester Teaching Award Scheme (UW TAS) invites applicants from University of Worcester staff and associates to demonstrate evidence of impact of their innovative, inspiring and excellent practice to enhance student learning. The UW TAS aligns with the UK Professional Standards Framework (UK PSF).

The Scheme has seen yet another successful year as colleagues have returned fully to in person teaching and on campus working. We have seen submissions to two of the three categories of Teaching Awards and an increase in submissions for Team Teaching Awards which have demonstrated innovative collaboration. Overall, there were 5 achieving submissions involving a total of 22 University of Worcester staff from the Schools of Allied Health and Community, Education, Sport and Exercise Science and Library Services.

Submissions have evidenced a range of innovative, inspiring, and excellent practice which has led to positive impact upon student engagement, outcomes, and experience. Case study themes this year have been wide ranging and have included:

- a collaborative approach to developing an innovative online course, which goes beyond e-learning, and makes an impact on practice in Person-centred Dementia Care;
- collaboration with Drama and Law staff for Sport students to participate in a real-life innovative cross department court case analysing “ethical implications” of applied practice
- a collaborative, innovative, and inspiring initiative to enhance PGCE Secondary staff, partners, and student learning through two interconnected team projects around the themes of decolonising, democratising and diversifying the curriculum
- the innovative and impactful journey of the Academic Liaison Librarian Team in building and promoting a resilient model of online support when learning, teaching, and working shifted online as the pandemic took hold, enabling continuing accessibility to library resources and excellent levels of service
- the excellent enhancements and support opportunities embedded into a second-year practice placement module for occupational therapy and physiotherapy students which have fostered inclusive, independent, and reflective learning.

Successes of and from the Scheme have been disseminated nationally and internationally including at: HEA Annual Conference (July 2017) Beijing Sports University (May 2017) Palma EDULEARN Conference (July 2018).

The [2016/17](#), [2017/18](#), [2018/19](#), [2019/2020](#), [2020/21](#) and [2021/22](#) booklets appear on the Realising Teaching Excellence at University of Worcester blog: <https://rteworcester.wp.worc.ac.uk>.

We look forward to building upon 2021/22 successes into 2022/23, the eighth year of the Scheme. We welcome enquiries and submissions for this next round of the Scheme.

Dr Kerry Whitehouse

Enhancing the student experience in occupational therapy and physiotherapy practice placement modules - Teaching Award - Annabel Heaslop; School of Allied Health and Community

As part of the BSc Occupational Therapy and Physiotherapy courses, students are required to complete over 1000 hours of successful practice placement for students to register with the HCPC as Occupational Therapists and Physiotherapists following graduation. While students generally provided positive feedback regarding the practice placements themselves, historically, practice placement modules (in which placement occurs) have not received high levels of student satisfaction on modules evaluations.

When planning to deliver my second-year practice placement module for Occupational Therapy and Physiotherapy students and associated learning, I reviewed student feedback from the preceding module. I used this feedback to implement changes to my existing module and improve student experience.

Module feedback indicated that students found existing coaching for practice groups challenging. Students were unsure of how coaching skills would assist their achievement on placement, and students also wanted more support with the skills required for the practice placement assignment. I adapted coaching sessions to increase academic support relating to reflective writing, a skill required of the placement assignment (K2). I provided increased scaffolding around reflective writing, placement topics and practice of coaching techniques. I developed coaching guidance sheets on the principles of coaching, as well as coaching style questions students could use on placement, to make the links between coaching groups and achievement on placement clear. This then enabled students to practice coaching techniques in class with peers, as well as on placement, by transferring these coaching style questions to different environments. To help students develop critical thinking skills as required both for placement and the assignment, I developed prompts for students when reviewing articles and when writing reflections (A1, A2). I facilitated verbal discussion of this within the coaching groups and used videos to help facilitate reflection. By providing this range of learning opportunities, I helped to cater for different learning styles and enabled students to transfer skills developed within coaching to their practice placements. In addition to this, drop-in sessions were also offered to provide individual, small or larger group support to cater for different learning styles (V1, A4).

When considering ways to enhance the student experience, I examined my own teaching methods to support diversity of learners, I conducted a review of Universal Design for Learning approach of sessions (A4), which included coaching for practice, to foster inclusivity within my teaching. I identified specific strategies such as adapting environments and my own teaching to better support all students. I then have shared this with colleagues and as such supported diversity both on an individual and a wider departmental level.

Module evaluations (K5) have demonstrated the excellence within student support, both related to feeling supported and support within assessment, reflecting the success of my changes to the coaching for practice groups and the fostering of learning communities. When asked what students most liked about this module, module feedback included: *"helpful formative feedback"* (A2, K2), *"helped me develop my critical skills"* (A2, K2), *"the drop-in opportunities"* (A2, A4, K2), *"I enjoyed discussing in our coaching groups, various scenarios from placement and hearing advise (sic) and support from others"* (A4). Module satisfaction increased 42% when comparing the previous placement module with the one in which I implemented changes, demonstrating the success of the changes I implemented.

With new staff members in the team, going forward, I will share my experiences and consider ways in which practice educator support has impacted on student teaching and quality practice placements. Furthermore, I will request feedback regarding the support that has been provided to ensure continual improvement in our practice on these courses.

The PGCE Secondary Education Magazine Commonwealth Edition - Teaching Team Award - Rebecca Davidge, Simon Huson, Elena Lengthorn, Rachael Moore; School of Education



Our Secondary PGCE team developed and delivered a series of teacher educator workshops on decolonising, diversifying, and democratising our subject curriculums in light of the murder of George Floyd in the summer of 2020 and the local Birmingham Commonwealth Games in 2022. A further catalyst for this project was the exploration of the inspirational text *Empireland: How Imperialism Has Shaped Modern Britain* by Satnam Sanghera (Sanghera, 2021). Reading of *Empireland* enabled us, as a group of university tutors, to discuss our preconceptions of the British Empire. The book took us on a learning journey which included a clearer understanding of the past, present and possible future impacts of Empire, as well as its potential evolution and legacy in the form of the Commonwealth, an organisation that spans 54 nations, with an estimated population of 2.5 billion people.

Here are some of the common themes that emerged from the team's discussions:

- that the legacy of Empire is all encompassing, relating to every school subject, not limited to history and citizenship,
- a greater appreciation of the representations portrayed in the images that we see and use in education in the UK,
- questions about the approach we should take in relation to appropriate language when discussing these themes,
- a new understanding of the open and welcome invitation that was given to Commonwealth citizens to migrate to the UK juxtaposed by the challenges they faced.

We published and shared a wealth of articles and resources with our partnership schools to support their efforts to decolonise and diversify their curriculums. It was the culmination of a collaboration between the University of Worcester Secondary PGCE tutors, trainees, and subject mentors. The articles explored subject reflections on the Commonwealth, the legacy of the British Empire, decolonisation, diversification, democratisation of the classroom and anti-racism. The publication also included links to resources for use in the classroom. Educators are agents of social change and at a time of low confidence in communications and dialogue, perhaps due to a fear of difficult conversations, we needed to consider our role, as highlighted by the UK Government's recent guidance for teachers on impartiality, to develop 'active citizens who are prepared for life in modern Britain' (DfE, 2022, p1).

PGCE trainees were involved in the development and delivery of innovative and contemporary lessons, with some also further involved in writing their own contributions to the magazine. Additionally, there were contributions to the artwork and design, from the creation of subject based Commonwealth logos to photography of the delivery of Commonwealth Day lessons and related local imagery. The project also had impact of engaging our partnership mentors with written contributions to the magazine.

The full impact of this project was that 170 trainees shared resources with mentors in over 70 partnership schools and in June 2022 the project was presented at the UW Learning and Teaching conference with positive comments related to our work.

Our reflections have continued over many months and stimulated rich discussions on the history of the Empire, on white privilege, the role of allyship, how we are seeing the world differently and our responsibilities as teacher educators to support our trainees and in-service colleagues in exploring these topics. We would like to encourage everyone, within and beyond formal education, to read or listen to Sanghera's *Empireland* and reflect on their own education.

A copy of the publication can be found here <https://www.worcester.ac.uk/documents/UWPGSEC-Commonwealth-Edition.pdf>

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Department for Education (2022) *Guidance: Political impartiality in Schools*. Available at: <https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools> (Accessed: 15 March 2022)

Sanghera, S. (2021). *Empireland: How Imperialism Has Shaped Modern Britain*. London: Viking.

Course design and development including enhanced use of Pebble Pad and the Pebble Pocket App for undergraduate level 4-6 teaching - Teaching Team Award - Glyn Harding, Michelle Morgan, Craig Williams and David Mycock; School of Sport and Exercise Science

One of the assessments in SPRT 2034 ethics requires students to collaborate with Drama and Law staff and students to participate in a real-life innovation cross department experience court case to analyse the 'ethical implications' of applied practice.

Through this approach, we underpin our delivery with the School of Sport and Exercise Science core teaching values (see Figure 1) to ensure high-quality teaching and the promotion of inclusive practice. Furthermore, synchronous online learning (developed through Covid 19) has enabled students and lecturers to interact live, retaining the student-teacher interactions and alleviating geographical and time management issues (Erickson et al., 2020).



Figure 1: The School of Sport and Exercise Science core teaching values

Whilst we adopted a structuralist approach throughout the module, the available tools within Blackboard and Pebble Pad allowed us to utilise a range of learning and teaching practices within individual lectures to generate critical discussions and check for understanding through creating challenges and competitions (A3, A4). Students were sometimes apprehensive of asking questions in the early stages, but as the module developed, students gained confidence following individual feedback provided at agreed stages via the Pebble Pad software.

As a staff team, we learnt that, in these circumstances, it was important not to be quick to provide 'set answers' but to allow time for students to reflect (K2, V1). Throughout the learning programme we either re-scheduled practical session questions or used a blackboard regularly to post articles and items from quality newspapers to stimulate discussions in lectures about current sporting scenarios.

To develop the ethical aspect of the course, links were made with the School of Arts and Law School. This collaboration (A4 and V4) resulted in 3 trials in role play delivered in the court room at the Jenny Lind Building with a Judge and BSc students sitting on the jury. As a small teaching team, we have learned the importance of collaboration and working smarter, utilising the skill set of individuals flexibly within the team in contributing to an overall collective goal.

We also made use of the Pebble Pocket App across modules (K4), whereby students can chat, share files, capture live coaching footage, record work placed on whiteboards, and video call privately in a separate space. Within sessions, we used these following the theoretical introductions. Students could share their understanding away from the lecturers and discuss how applicable the theories were to their experiences or views.

Whilst at times students were not able to interact live due to Covid 19 and differing placement commitments, they could watch back sessions due to the recording function. Students perceived this as extremely valuable and advantageous to a traditional taught lecture (A4). This ensured they understood all the workflows required to access the online classrooms and its features during interactive lectures, helping to minimise the barriers to learning when the teaching moved online (K3, V3).

Students perceived this structure as key in '*enabling the application of learning content to the applied setting*' (BSc SCS MERF) and highlighted the online delivery helped them to learn important content. Furthermore, module evaluations achieved 100 per cent satisfaction regarding the teaching methods used and the quality of the teaching methods) (K4).

Our presentation of this work at the University of Worcester Learning and Teaching Conference 2022 was received with positive feedback for our excellent contribution showing the journey of our students.



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Erickson, S., Neilson, C., O'Halloran, R., Bruce, C. and McLaughlin, E. (2020) "I was quite surprised it worked so well": Student and facilitator perspectives of synchronous online Problem Based Learning', *Innovations in Education and Teaching International*, pp. 1-12. doi: 10.1080/14703297.2020.1752281.

Out of sight, out of mind? Academic Liaison Librarians Online and Beyond - Teaching Team Award - Sarah Purcell, Kathryn Devine, Shona Raymond, Alison Taylor, Jennifer Dumbelton, Ros Sykes, Jo Dunn, Beth Connors and Andy Searle; Library Services



Figure 1: L to R: Jo Dunn, Shona Raymond, Sarah Purcell, Ros Sykes, Allie Taylor, Kathryn Devine, Andy Searle, [Beth Connors].

The [Academic Liaison Librarian Team](#) advises, teaches, and supports students, researchers and academic colleagues at the University of Worcester and across our partnerships (V1, V2). We are a professionally qualified team (A5) who support literature searching and academic referencing, and promote the effective use of physical and online library services, integrated at both course and module level. Our team ethos of sharing knowledge, undertaking professional development and providing individualised support is central in advocating for a holistic and proactive approach to course-embedded input for students (V3, A5).

As the pandemic took hold in early 2020, 'out of sight, out of mind' became a possibility as learning, teaching and working shifted online, with the library inaccessible to many. We needed to build and promote a resilient model of online support (A4, K2, K4). In this case study we reflect upon the impactful and innovative online support for staff and students developed by the team (V3, V4, A4).

Prior to March 2020, the Academic Liaison Librarian (ALL) team supported learners and researchers mainly through in-person teaching and appointments. We contributed towards a desk-based enquiries service in The Hive. The chart below shows how the nature of enquiry and appointment support shifted from desk-based to online over a three-year period.

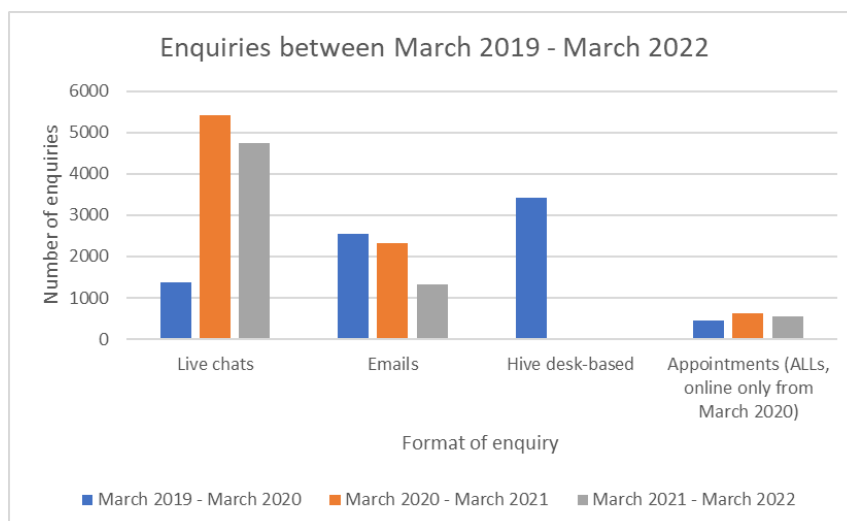


Figure 2: Nature of enquiry and appointment support over a three-year period

As part of our shift to online, the team developed [a series of bookable tutorials](#), or ‘Discovery Sessions’. These are not intended to replace our [course-related input](#) and have prompted requests for integrated module teaching (K3). Topics include referencing, ebooks and accessibility, systematic review and reference management tools. We have since expanded our range to include induction talks, Hive tours, academic journals and advanced searching. To complement these workshops, asynchronous support is available through our [YouTube channel](#). Playlists include [new student essentials](#), [Library Search, journals and ebooks](#), and [resource lists for staff](#) (K4). We also maintain a repository of [FAQs](#) which answer common questions on a huge range of topics.

The team contribute to and promote a series of collaboratively-developed resource lists which reflect the body of knowledge and learning within the library team, sharing tools for [online reading, writing, time management](#) and [wellbeing](#) (A2, V1, V2). These appear on several module-specific resource lists, offering a set of resources which supports students’ wellbeing and skills development as they progress towards graduation and employment.

The positive feedback we receive testifies to our professionalism and collaboration in responding effectively to each of our students and colleagues. The team has received thirteen student choice nominations between 2018 and 2022, with feedback for the most recent nominations stating: ‘they really have the students at the heart of what they do’.

Today we offer live chat, email support, bookable appointments, asynchronous resources via YouTube and FAQs and our online discovery sessions (A4). Each member of the team continues to contribute to all of these, while also teaching students within their courses. Between 2020 and 2022, we delivered or facilitated on average 326 sessions per year, reaching almost 8800 students. Our challenge now is to strike a sustainable and realistic balance between in-person and online learning and teaching support (V1, V4, K6).

Taking dementia education to the next level - Teaching Team Award - Dr Chris Russell, Teresa Atkinson, Mary Bruce, Nicola Jacobson-Wright; School of Allied Health and Community

Ensuring that those who support people living with dementia are skilled and knowledgeable is essential to providing quality care (Surr, 2020).

We are a small teaching team, formed in 2019 to develop a new Postgraduate Certificate in Person-Centred Dementia Studies delivered fully online. The content and andragogy are rooted in our underpinning values embedding our passion for person-centred dementia care into our teaching and beyond into professional practice.

The course was developed in response to the need to reach professionals with differing constraints on opportunities to engage with education. We decided to develop a fully online programme, delivered via synchronous and asynchronous content, that would take practitioners on a learning journey to challenge their thinking, extend their knowledge and empower them to change practice (V2, K4). We wanted to create an online dementia qualification that was flexible, achievable, engaging and innovative in the way it was delivered (V1, V2, A5).

To do this, we built on best practice and learnt about the technology and practicalities of online learning. We liaised with colleagues locally and internationally who held experience in the field, gathered advice from the University's Head of Digital Learning and Teaching, and subsequently used a research-informed teaching approach to embed research conducted by our team into module content.

We made good use of the culture and practices inherent to the Association for Dementia Studies, research and education centre at the University of Worcester within which we are based. Figure 1 captures our approach, based upon this culture and practice.



We found that feedback from students reflected their appreciation for this approach, for example:

'Being with inspiring people and being taught by experts with passion for their chosen subject'.

Four themes demonstrate the impact of our teaching:

Creating a learning community. Good learning does not happen in isolation. Encouraging peer support is congruent with our appreciative inquiry approach, with valuable opportunities created through discussion boards, group work and collaborate sessions. The programme is fully online, but care is taken to foster a sense of belonging which is appreciated by students, as these examples of feedback demonstrate:

'There are opportunities to meet with others in online tutorials, and to contribute to online discussions where we can learn from others'.

'I found this module to be very user friendly and the input from tutors has been amazing, always felt supported and encouraged. It created a friendly, welcoming atmosphere even through virtual collaboration sessions'.

Putting learning into practice. We encourage students to make a difference to dementia care. Applying for the Hennell Award is one way of demonstrating the impact of their learning. June Hennell was a carer for her husband (who lived with dementia before he sadly passed away) and worked with us to develop the modules. June dedicated the prize recognition of putting learning into practice to benefit those affected by dementia. A student completing the Expert Practice in Dementia Care module worked in partnership with a University and Hospital in Zimbabwe, using the FITS model to apply her learning. She trained African healthcare professionals who now cascade this training further to enhance the lives of people living with dementia. In 2019 this excellent work was recognised through the student winning the Hennell Award!



Linking with employers. Having direct input from workforce leaders is important to ensuring the modules deliver learning that will make a difference in dementia care. We created the Admiral Nurse Competency Framework module with Dementia UK (a specialist dementia nurse charity) to comply with their mandatory qualification requirements. Each year several students progress to the full post-graduate programme. Learning from other modules, such as working with family carers, environmental change and end-of-life care enhances their practice. Dementia UK reflected this stating:

'In terms of practice and changing practice, what we are hearing back from the nurses is that following the course they have got much more of an awareness of the competency framework, of what it means and how it can be purposeful for them when they are out in practice. That is essentially what we, as an organisation wanted, so the course is doing what we wanted it to do'.

Beyond the curriculum. Changing practice and behaviour is important to sustain learning beyond the curriculum. One of our modules focusses on empowering people living with dementia and understanding their agency within the world. A student studying this module heard this message clearly from a woman living with dementia who had produced video content, in which she shared her passion for walking and her wish to continue this. The student was facilitated to contact her and, together with a researcher from our department, they completed the 100km Jurassic Coast Challenge. Bringing learning to life through personal experience supports students not only to lead care to meet the needs of individuals, but also to support people living with dementia to maintain their place in the world as people with agency and aspiration.



Our aim in developing the Postgraduate Certificate in Person Centred Dementia Studies was to deliver tools for change which takes students on a learning journey that enhances their confidence and their practice. Reflecting upon the success of the course so far, this has been achieved through content which is co-produced with students, workforce leaders and people who have experienced the dementia journey. Making content congruent to learners who experience real life situations makes the material relevant, but the way this is delivered adds an extra dimension to the experience. Excellence in teaching is delivered through passion, partnership and respect for the student journey, as this reflection on learning offered by a student demonstrates:

“What I take away from this course is so applicable in many fields - mostly it is the power of empathy, the need to centralize our actions around the voices/needs/wants of those with lived experience, and the incredible power we all can have as leaders at any level, and the importance of deeply understanding issues from a range of perspectives in order to make valuable change”.

We felt privileged this year to be a winner of the University of Worcester Teaching Team Award.

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