



Queen Mary
University of London

Queen Mary Academy



Impact Report 2021/22

qmul.ac.uk/queenmaryacademy

The Queen Mary Academy

The Queen Mary Academy works with staff and research students to develop and enhance their practice. We deliver a comprehensive academic practice development portfolio, which enables staff and research students to progress their careers and achieve recognition. We offer a range of developmental activity to support development in our Schools and Institutes, and across the institution. Our programmes are inclusive and accessible, using a mixed model of delivery combining online and in-person pedagogy. Our taught programmes and teaching recognition programme are accredited by Advance HE. We collaborate with the Queen Mary community, both staff and students on strategic projects to deliver Queen Mary's 2030 Strategy. Located within the Office of the Principal, the Queen Mary Academy reports to the Vice-Principal (Education) and has a dotted-line report to the Vice-Principal (Research) to ensure strategic alignment in our approach. Please visit [this webpage](#) for our vision, mission and values.

Foreword

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

During this past year it has been a privilege to work with so many excellent colleagues from across Queen Mary, and I am delighted that two of our most inspiring educators, Dr Jennifer Randall and Dr Louise Younie, achieved national recognition from Advance HE as National Teaching Fellows.

Further external recognition came this year when Queen Mary retained the European Commission's HR Excellence in Research Award following our 10-year review. The award recognises our commitment to implementing the principles of the Concordat to Support the Career Development of Researchers.

A personal highlight of the past year came in June when we welcomed Professor Simon Kemp for a stimulating and thought-provoking Drapers' Lecture on engaging students in sustainability. We took this opportunity to recognise and celebrate the achievements of Queen Mary educators, which contributed to a highly enjoyable occasion and provided an opportunity to thank colleagues for all of their hard work.

During the past year colleagues from Academy have made a major contribution to key university-wide strategic educational projects, notably our Curriculum Enhancement project. Looking forward, we will support colleagues to embed the work done on inclusivity, assessment and feedback and our graduate attributes, working together to deliver the ambitions set out in our 2030 Strategy.

I am pleased to report that, again this year, this Impact Report demonstrates engagement across all our Faculties. Thank you to all of the staff across Queen Mary that have supported the Academy and its work.

Professor Stephanie Marshall, Vice-Principal (Education)
October 2022

Contents

| | |
|--|----|
| Introduction and Highlights of the Year | 4 |
| Introduction from Academy Director | 4 |
| Advance HE Reaccreditation | 4 |
| HR Excellence in Research Award | 4 |
| Festival of Education 2022 | 4 |
| Drapers' Lecture | 5 |
| National recognition for educators | 5 |
| Academy Governance and Quality Assurance | 6 |
| External Advisory Board | 6 |
| Faculty liaison and stakeholder engagement | 6 |
| Quality Assurance of Queen Mary Academy provision | 6 |
| Supporting the delivery of a world-class education | 7 |
| Outcomes of Taught programmes: PGCAP and CILT | 7 |
| Taught Programmes Enhancement and Development | 8 |
| Faculty Support For Educational Enhancement | 9 |
| Developing Postgraduate Research Students who teach | 10 |
| Enhancing Quality Assurance at Queen Mary | 10 |
| External Examiners at Queen Mary | 10 |
| Becoming an External Examiner | 10 |
| Supporting educators delivering Degree Apprenticeships | 10 |
| Strategic Education Projects | 11 |
| Curriculum Enhancement Project | 11 |
| Scaling up Blended | 12 |
| VLE and Online Exams review | 12 |
| Student Engagement | 12 |
| Improving the Learner Experience | 13 |
| Co-creation | 13 |
| Advisor Support | 13 |
| Recognising Educators | 14 |
| Applications and Awards | 14 |
| Support for HEA Fellowship Applicants | 15 |
| Professional Services staff engagement | 15 |
| NTF and CATE Support | 15 |
| Staff Engagement with being a Reviewer and Mentor | 15 |
| Developing Innovative Practice | 16 |
| Queen Mary Academy Fellows | 16 |

| | |
|---|----|
| Vice Principal’s Research interns | 16 |
| The Westfield Fund for Enhancing the Student Experience | 16 |
| Building Communities of Practice for educators..... | 16 |
| Action Research in Dentistry | 16 |
| Educational Research Skills Workshops..... | 16 |
| External Visibility and Reputation-Building | 17 |
| Developing Flexible Ecosystems | 17 |
| EUA LOTUS: Leadership & Organisation for Teaching and Learning | 17 |
| US-UK Fulbright Commission | 17 |
| Educational Leaders’ Day..... | 17 |
| Festival of Communities | 17 |
| Presentations and conference | 17 |
| Developing our research staff and doctoral students to become world-leaders | 18 |
| Researcher development programme for Doctoral Students and Postdocs | 18 |
| Events for Doctoral Students | 20 |
| Supporting Researchers’ Career Development..... | 21 |
| Supporting the Mental Health and Wellbeing of researchers | 22 |

Introduction and Highlights of the Year

Introduction from Academy Director

We have had another busy year and we are very grateful to all staff and students that have worked with us. Together we have delivered new resources on strategic projects, awarded many Fellowships as mentors and reviewers, we have co-designed and co-delivered on workshops and courses. It is the university wide community at Queen Mary that has enabled the vast amount of outcomes that are reported in this Report.

Advance HE Reaccreditation

In January 2022 our Taught Programmes and Teaching Recognition Programme were successfully reaccredited by Advance HE. In their feedback on the reaccreditation submission, the Advance HE reviewing panel commented: *“The Postgraduate Certificate Academic Practice (Descriptor 2) programme directly contributes to University strategic priorities through its focus on inclusive teaching and learning and use of cutting-edge learning technologies throughout the course.”*



HR Excellence in Research Award

Queen Mary has held the HR Excellence in Research Award since 2012, and our Award was confirmed in January 2022, following publication of our 10-year HR Excellence in Research progress report and 2022-2024 Action Plan.



HR EXCELLENCE IN RESEARCH

Festival of Education 2022



The Queen Mary Festival of Education 2022 took place between 8 and 10 March 2022. The focus of this year’s festival was Student Engagement. Over the three days, there were 27 individual events, including: 3 invited speakers, 2 keynotes, 3 panel events (staff and students), and 16 parallel sessions. Thanks are extended to the 47 contributors, 17 Chairs and 3-day leads. We received 1,437 individual event bookings from 215 individuals. Around 68 of those bookings were from other institutions across the HE sector. There were awards available in five categories; Innovation; Evidence-based; Co-creation; Inclusive; Implementable, voted by attendees. There was also a prize for the best poster. Award winners and more detail on the Festival can be found on the [Festival of Education 2022 webpage](#).

Drapers' Lecture

The Drapers' Company supports this annual lecture on learning and teaching and the 2022 Draper's Lecture was delivered by Professor Simon Kemp, University Lead in Education for Sustainable Development at the University of Southampton, who spoke on 'Engaging students in sustainability: how the UN Sustainable Development Goals can lead to curriculum transformation, community partnership and student success'.



National recognition for educators

Congratulations are due to Dr Jennifer Randall (below left) and Dr Louise Younie (below right), both from the Faculty of Medicine and Dentistry, who were awarded National Teaching Fellowships by Advance HE in August 2022, this is an extremely competitive award. They, along with 52 others across the whole UK higher education sector, were recognised for their outstanding impact on student outcomes and the higher education teaching profession.



Academy Governance and Quality Assurance

External Advisory Board

The [Queen Mary Academy External Advisory Board](#) met for the second time on 9 May 2022. It received a presentation on the Academy's work, alongside our Annual Impact Report for 2020/21. The key themes of the Board's discussion included: Academic leadership development; Approaches to staff engagement; Future modes of education delivery; Supporting the diversification of academic careers, and Progression from undergraduate study to postgraduate research.

Faculty liaison and stakeholder engagement

Members of Academy staff meet regularly with the educational and research leadership teams within each Faculty. These meetings provide Faculties with an overview of our provision and ensure that it is responsive to the needs of both Faculties and Schools/Institutes. We report to the Education Strategy Advisory Team (ESAT) and the Research Infrastructure Board (RIB) and its operational group as appropriate.

Quality Assurance of Queen Mary Academy provision

PGCAP and CILT Taught programmes

The Certificate in Learning and Teaching (CILT) and Postgraduate Certificate in Academic Practice (PGCAP) are credit bearing Level 7 programmes. The External Examiner for these programmes in 2021/22 was Dr John Canning, University of Brighton. Advance HE accreditation leads to Associate FHEA for completing CILT and Fellowship for PGCAP.

Teaching Recognition Programme

The External Reviewer for the Teaching Recognition Programme in 2021/22 was Professor Jon Scott, an independent consultant, and former PVC at the University of Leicester. Professor Scott attends all panel meetings. The programme is accredited by Advance HE, and panel members and reviewers attend regular standardisation events, delivered by Advance HE, to ensure quality and standards for the programme.

Workshop governance process

The Academy's workshop governance process has been designed to provide confidence to key stakeholders within Queen Mary that our provision is of the highest quality. Business cases for new workshops are assessed for strategic alignment and impact.



Supporting the delivery of a world-class education

Outcomes of Taught programmes: PGCAP and CILT

We welcomed 149 educators who joined the CILT and PGCAP this year. These programmes are credit bearing and accredited by Advance HE. Successful completion of the CILT leads to Associate Fellowship of the HEA, and completion of the PGCAP leads to Fellowship. Several changes to these programmes were developed as part of the reaccreditation. These included redesign of authentic assessment for module 1 (ADP7216), changes to make authentication of practice more robust in module 2 (ADP7217), and updated aims, learning outcomes and descriptions across the modules and programme. These changes ensure the programmes are up to date, aligned with sector good practice and Strategy 2030.

Table 1 - Participants starting taught programmes

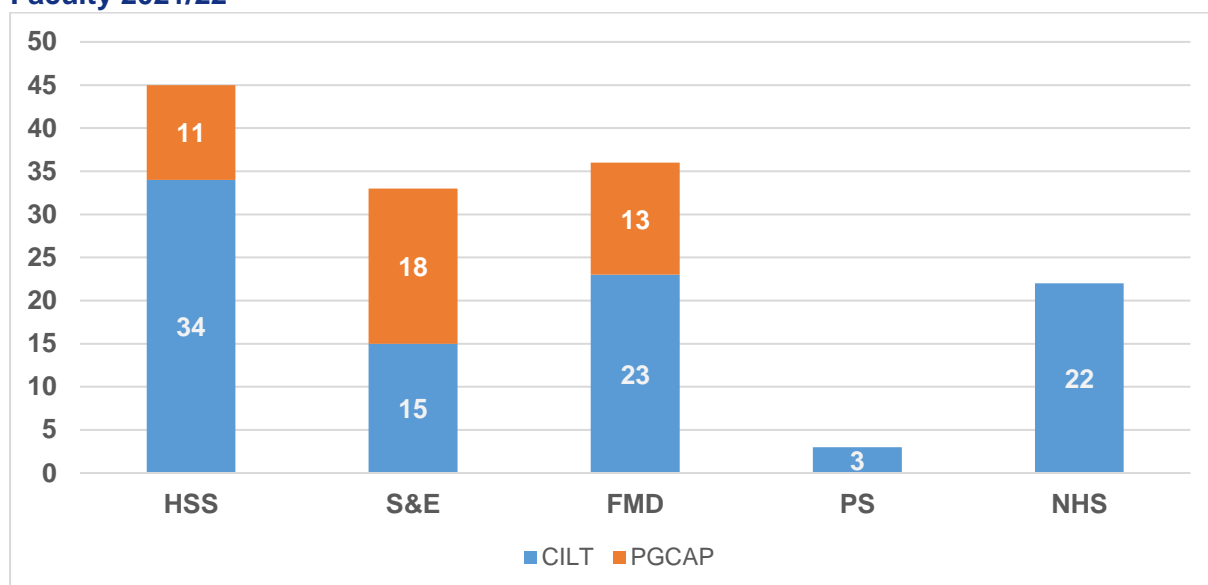
| Programme | 2019/20 | 2020/21 | 2021/22 |
|--|---------|---------|---------|
| Certificate in Learning and Teaching (CILT) | 19 | 76 | 97 |
| Postgraduate Certificate in Academic Practice (PGCAP) | 45 | 74 | 42 |
| Postgraduate Certificate in Learning and Teaching in HE (PGCLTHE) <i>programme withdrawn</i> | 2 | 0 | 0 |
| Total | 66 | 150 | 149 |

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

Table 2: Participants completing taught programmes 2021/22

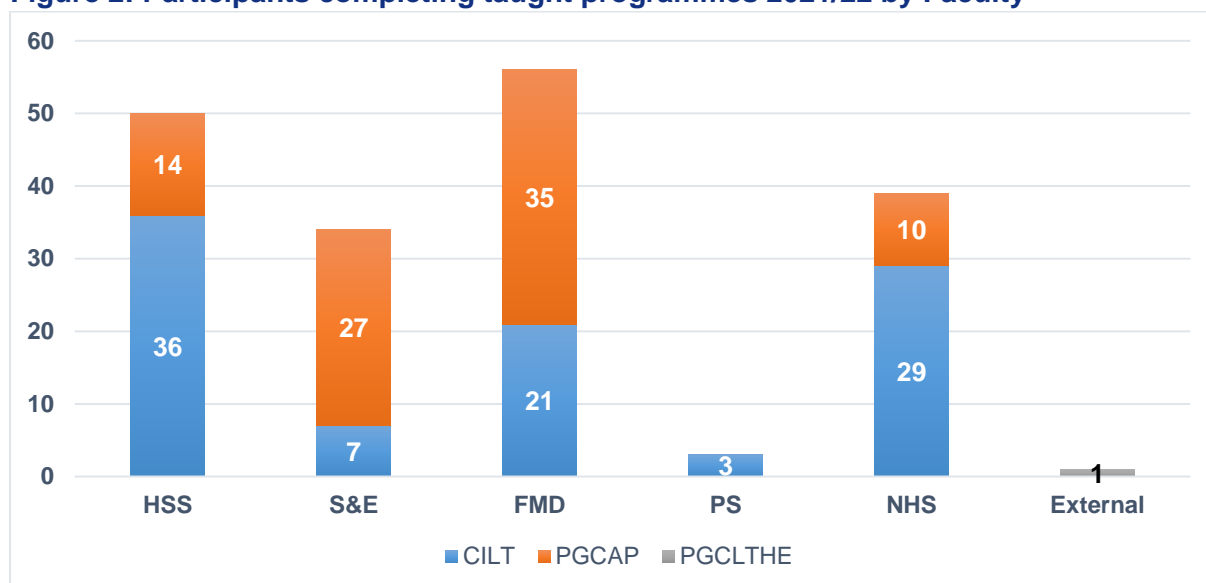
| Programme | Number |
|--|--------|
| Certificate in Learning and Teaching (CILT) | 96 |
| Postgraduate Certificate in Academic Practice (PGCAP) | 86 |
| Postgraduate Certificate in Learning and Teaching in HE (PGCLTHE) <i>programme withdrawn</i> | 1 |
| Total | 183 |

Figure 1: Number of participants starting taught programmes by programme and Faculty 2021/22



Note: NHS staff teaching Queen Mary students. Queen Mary Academy receives an income stream for NHS participants via Tariff payments

Figure 2: Participants completing taught programmes 2021/22 by Faculty



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

External Examiner Report

The External Examiner for the Taught Programmes in 2021/22 commented “*The embedding of different assessment types into the four modules is to be commended and demonstrates a range of possible assessment types for participants to use with their own students. Feedback is thorough and well-modelled, which is crucial for an academic practice course [...] Overall, this is a well-designed programme and participants are producing some excellent work. Assessment is authentic and feedback is consistent, detailed and models good practice.*”

The report also raised some questions on expanding the grading criteria so that outstanding work can be differentiated from distinction, and work which is a borderline fail from that which is very poor. The External was also concerned that participants in one module are technically able to pass the module without attempting all assignments. These issues will be reviewed with colleagues from the Academic Standards and Quality team and we will implement changes for next academic year.

Taught Programmes Enhancement and Development

The programme team respond to learner and external feedback. They are also active in enhancing practice through research and scholarship. During 2021/22 they were engaged in enhancement activities through scholarship in the following areas:

- **Effective and sustainable feedback:** We tested the use of the marking tools available through the Turnitin Feedback Studio. In-text annotation tools, audio feedback interface and options to embed marking rubrics and assessment guidance were assessed. Educators and learners felt the tools provided a richer feedback experience whilst aiding marker efficiency. In-text annotation was highlighted as a key enhancement.
- **Asynchronous teaching and learning:** A research project is underway on ‘*Building communities of practice in distance learning modules: opportunities for shared professional learning in asynchronous contexts*’ (QMERC20.094). Participants identified that peer collaboration and learning contributed to feeling part of a community in the module and the asynchronous learning approach facilitated learning.

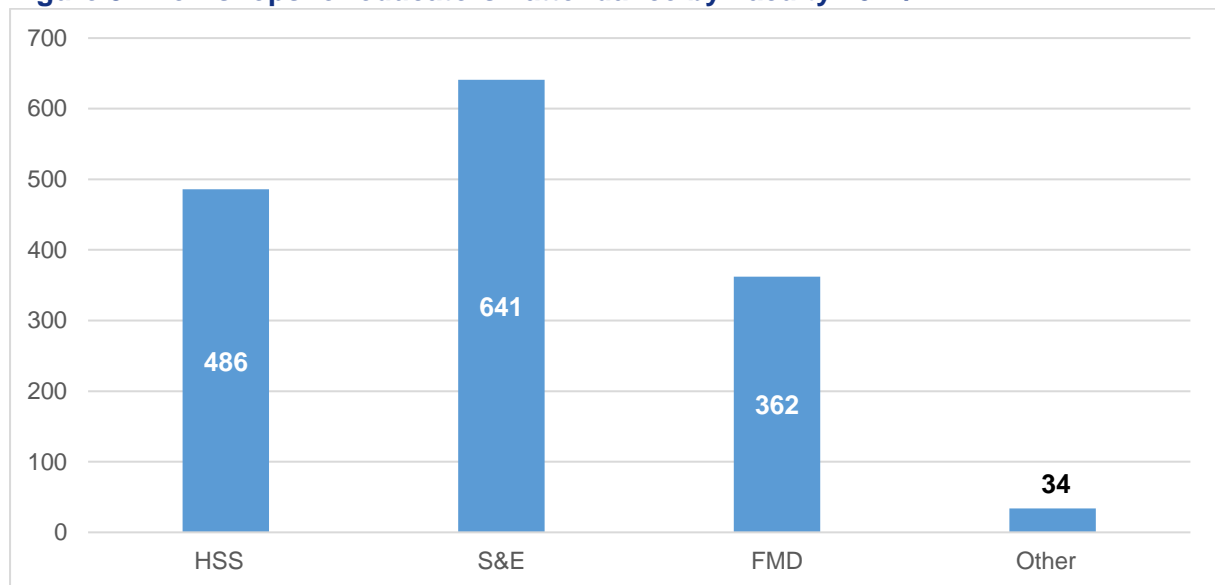
- **Impact of Fellowship:** an evaluation project has been initiated to explore and compare the impact of achieving Fellowship on participants' practice via the Taught Programmes and Teaching Recognition Programme. This project will examine the impact this experience has had on both educational practice and the career pathways and development of our programme alumni.

Faculty Support For Educational Enhancement

Bespoke and scheduled workshops

A range of scheduled and bespoke workshops and online courses took place during the year, with more than 1,500 attendances recorded. Details of our offer and attendances are shown in Figure 3 and in [Appendix 1](#). Several new workshops have been developed during this academic year, to reflect priorities strategic identified in the Curriculum Enhancement project. These workshops will launch from September 2022.

Figure 3: Workshops for educators - attendance by Faculty 2021/22



Note: Other includes Professional Services staff and Student Ambassadors

“Many thanks for the great workshop. It really pushed us to think about our current feedback practice and see what others are doing in view to improving things. Also, attendance was not bad at all. Moving forward, what we learned today will be discussed internally to create some guidance and share with the school.”

Dr Hicham Adjali, Senior Lecturer in Thermofluids, School of Engineering and Materials Science

Dedicated support for Schools and Institutes

In addition to this workshop support, we provided support to several initiatives during the year including:

- Support for the FMD humanitarian blended learning project for Ukraine
- An ABC Learning Design workshop held for a new Global Ethics MOOC in HSS
- Supporting a bid for funding from the Alan Turing Institute to develop and produce a course on responsible AI in healthcare
- Supporting educators from FMD with planning a new MSc in Environment and Health

Developing Postgraduate Research Students who teach

Teach Your First Session is a two-part workshop designed to help prepare post-graduate research students, teaching assistants, and others who are about to start teaching for the first time. During the last year 180 students attended workshops, including several bespoke sessions organised with School and Institutes.

A pilot Associate Fellow Accelerator Day took place in June 2022. The session included interactive workshop sessions alongside a writing retreat. Ongoing mentoring support was provided to participants following the Accelerator Day to support them in preparing their submissions. Out of 19 applicants, 15 were successfully awarded AFHEA on their first submission. Feedback from participants will be used to inform the development of the new programme which will be rolled out during 2022/23.

"I thought the accelerator day was really well-organised and facilitated, especially considering how the course is catering for PhD candidates and ECRs from all disciplines and specialities."

PhD student

To support the career development of postgraduate research students who teach, we are working to establish a new GTA programme, comprising discipline-relevant training and structured support to apply for Associate Fellowship of the HE Academy. This work builds on the success of the Teach Your First Session workshops. The new programme will provide workshops on core areas of the Education Strategy including flipped learning, assessment and feedback, and inclusive curriculum.

Enhancing Quality Assurance at Queen Mary

External Examiners at Queen Mary

This new fully asynchronous course available on QMplus was designed in collaboration with ARCS (now the Directorate of Governance and Legal Services). It provides information External Examiners need in preparing to undertake their role at Queen Mary. A total of 26 external examiners attended the course in 2021/22.

Becoming an External Examiner

This new fully asynchronous course available on QMplus was designed in collaboration with ARCS (now the Directorate of Governance and Legal Services). This course helps aspiring external examiners understand the role as articulated in the UK Quality Code, and to be confident in undertaking such a role in a HE institution. It opened in February 2022 and 42 staff attended the course.

Supporting educators delivering Degree Apprenticeships

We supported our growing number of Degree Apprenticeship Programmes with a new workshop and resources created for Programme Directors, including curriculum design support.

Strategic Education Projects

The Academy has led and contributed to the delivery of key University-wide strategic initiatives and priorities, helping Queen Mary to achieve the objectives set out in the Education and Student Success Enabling Plan.

Curriculum Enhancement Project

The Curriculum Enhancement project led by the Academy team has now concluded, and resources will continue to be maintained and updated by us.

Assessment and Feedback

The workstream designed and launched two toolkits, one on assessment and one on feedback. Each toolkit includes practical guidance on developing and enhancing practice, as well as case studies of effective practice from across Queen Mary. Feedback from staff has been very positive, and resources will continue to be maintained and developed. Furthermore, three resources were co-created with students. The resources are designed to develop students' understanding of assessments. These resources are a) tips for approaching assessment tasks, b) a guide to QMplus hosted resources on assessment and feedback, and c) a checklist to help students approach assessment as learning. All resources available on the Assessment and Feedback webpages www.qmul.ac.uk/assessment-and-feedback.

Inclusive Curriculum

Working in collaboration with educator and student representatives, the workstream developed a new Queen Mary Inclusive Curriculum framework. This framework has eight principles alongside case studies that showcase good practice in applying the principles. An inclusive curriculum website has been created to host all information and resources www.qmul.ac.uk/inclusive-curriculum. In addition, successful Faculty Inclusive Curriculum workshops have been held by HSS and S&E and another is planned for FMD.

In the Academy, the Inclusive Curriculum framework is being embedded into PGCAP and workshops. The team has embedded the principles into module 3 (curriculum design) of PGCAP. A new suite of resources, alongside a workshop, is being developed in collaboration with DDS and TELT to help educators to support neurodiverse students. Further resources are also being created to raise awareness of the principles of Universal Design for Learning (UDL).

Graduate Attributes

The workstream has updated Queen Mary's approach to graduate attributes to align with the institutional priorities and strategy. The approach asks academics to review and update their attributes considering disciplinary/interdisciplinary requirements, employer skills, and the Queen Mary values and to co-develop the attributes with students. The workstream has conducted a pilot of the approach with several programmes from across Queen Mary and conducted detailed consultation with students from these groups. Information including guidance for staff is available on the Graduate Attributes webpages www.qmul.ac.uk/graduate-attributes. The group has developed plans for the roll out of the updated attributes across Queen Mary during academic year 2022/23.

Scaling up Blended

MME Support

During last year, the Academy supported the development of mixed mode education. 811 staff members took part in MME training workshops delivered by the Queen Mary Academy. 26 were bespoke and 15 open to all staff. Based on feedback, workshops in Semester B were adapted to include TELT staff, who delivered Teaching Space Awareness.

Staff and student feedback on experiences during MME

The Academy conducted surveys on the experience of MME in Nov-Dec 2021, completed by 235 staff and 1903 students, respectively. We also conducted two focus groups with staff to follow-up on survey responses.

“The way that lectures and classes are being delivered encourage both those online and those on campus to participate. Also the mixed-mode approach allows for students who are unable to come to campus to join online and this won’t affect their learning.”

Example student feedback

MME Resource Development

Based on the feedback received, a new MME Toolkit was developed. This asynchronous resource is accessible through the website and covers the same content as the Phase One workshop, with the addition of new resources for specific learning scenarios and case studies from Queen Mary educators.

VLE and Online Exams review

The Academy supported the VLE review and the online exams review. The Academy led the internal stakeholder engagement into online exam requirements. We undertook external market research into the online assessment market and UK HE trends in online assessment. We contributed to VLE Expo day, inviting online assessment providers and curating video demos of online assessment platforms. The Academy presented the final Online Review report to the Steering Group.

Student Engagement

Learner Engagement Analytics (LEA)

During the year the Academy delivered 14 LEA introductory workshops to 116 participants, across Schools and institutes. New webpages were created to introduce LEA, including practical self-help resources, research, and case studies www.qmul.ac.uk/learner-engagement-analytics. These will be further developed based on staff feedback. We established a new LEA Community of Practice for educators, and the Academy is represented on the new LEA Development Group, and will continue to contribute to work on policy. Dr Usman Naeem has been appointed to a new Queen Mary Academy Fellowship to lead the development of strategy for LEA. He will help drive the uptake and enhancement of LEA at Queen Mary.

Peer Led Team Learning (PLTL)

We delivered two student facing workshops in support of the PLTL pilot.

Improving the Learner Experience

Co-creation

SEED Award

This year, two SEED Award panels took place (February and June), with a total of 29 applications accepted by the panel (Professor Janet De Wilde, Dr Mark Freestone and Lucie Langley). Applications represented engagement across all three Faculties and, where eligible, Awards were included in students' HEAR transcript for the academic year 2021/22. Awards were made to students across all Faculties. Dr Louise Younie and Dr Ana Cabral have been appointed SEED co-chairs to oversee the overall direction of the programme. To find out more about the Award and to see a full list of recipients, please visit the SEED Award website www.qmul.ac.uk/seed.

"The programme allowed for personal growth, providing a platform for students to engage their peers as well as provide a space to work with their teachers in developing a learning environment that is engaging"

SEED award winner: December 2021 panel

Co-chairing & co-creating in Staff-Student Liaison Committees

This fully asynchronous course for staff explores how to promote the development of strong partnerships between co-chairs (staff with students). It highlights opportunities for co-creation in SSLCs. Participants (staff co-chairs) 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. This academic year, 34 SSLC co-chairs attended the course.

Advisor Support

This year we worked with colleagues across the University to enhance our advisor support.

Effective Advising

This QMplus course on Effective Advising was designed in 2020 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. This academic year, a total of 120 advisers attended the course on QMplus across all Faculties. The design of the course has been refreshed to meet the design features of other Academy online courses and the content has renewed. A new version of the course is available from September 2022. More information is available from [this webpage](#).

Bold and Challenging Conversations with Taught Students

This interactive workshop designed in collaboration with the Organisational and Professional Development team and the Appeals, Complaints and Conduct Office. It supports staff to develop and implement strategies for handling bold and challenging conversations with students. This academic year seven staff attended this workshop.

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. This academic year, 25 staff attended the training.

Recognising Educators

The Teaching Recognition Programme (TRP) aims to recognise and promote excellence in teaching and learning. We aim to engage all staff and students who support education and student learning and support them in the process of seeking recognition through Associate Fellowship, Fellowship, Senior Fellowship or Principal Fellowship of the HEA. This year the programme recorded engagement of all categories of staff in Higher Education Academy (HEA) Fellowship, supporting CPD for educators and building of communities of practice across the University. Following successful reaccreditation from advance HE, the Teaching Recognition Programme will now be accredited to award Fellowship at the D4 (Principal Fellow) category and to introduce a dialogic application process that involves a professional dialogue for Fellowship attainment in all four categories (D1-D4). Changes will come into effect from September 2022.

Applications and Awards

This year has seen a steady rise in engagement with our accredited provision. Over the past year, 84 staff have applied for Advance HE Fellowship through the TRP, representing a 27% increase on the previous year. 75% of applicants successfully attained Fellowship during the period.

Figure 4. Applications and awards by Academic Year

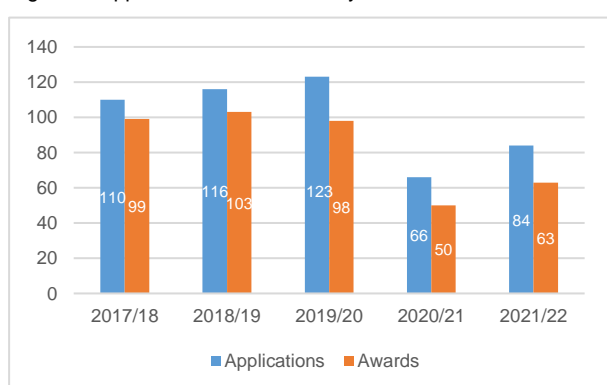


Figure 5. Applications and awards by Faculty

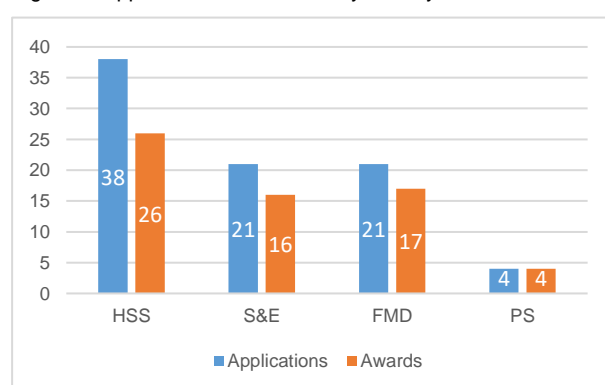


Figure 6. TRP workshop attendance by Faculty

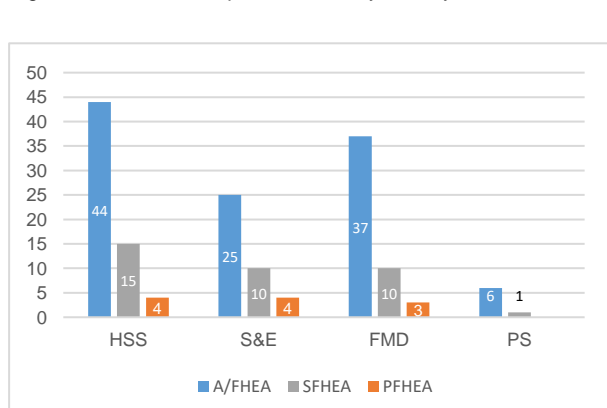
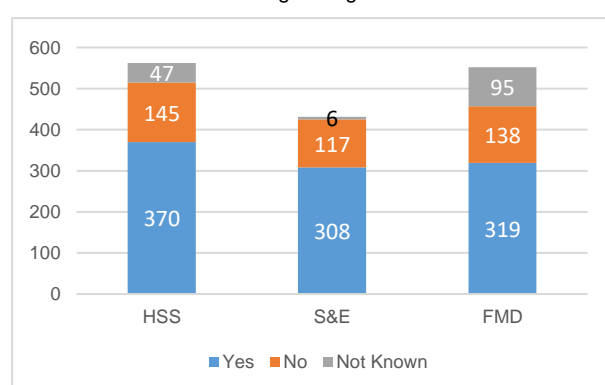


Figure 7: Staff on T&R and T&S contracts with Teaching Qualification and/or Teaching Recognition*



*Source: Resource Link: HR Teaching qualifications/recognition dashboard August 2022

Support for HEA Fellowship Applicants

The TRP team encourages engagement by holding briefing sessions and bespoke workshops in the Schools and Institutes. The team also run central drop-in sessions, workshops and writing retreats. These sessions are followed by one-to-one sessions arranged to support applicants to progress to successful completion. This year, 18 workshops have been held to support staff interested in applying for Fellowship. Attendees' feedback highlights the benefit of reflecting on their practice when drafting their applications. Overall, 76% strongly agreed and 17% agreed that the sessions were effective in meeting their stated objectives. Furthermore, 82% strongly agreed and 14% agreed that they were likely to use what they had learned during the session.

Professional Services staff engagement

During this year, we have targeted the engagement of Professional Services (PS) who support student learning in the Fellowship process. We co-delivered a session with colleagues in PS in the 2022 Professional Services conference highlighting how PS staff can engage with the Teaching Recognition Programme.

NTF and CATE Support

The Academy administers the internal process for selection of staff to be nominated for National Teaching Fellowship and Collaborative Award for Teaching Excellence. Members of staff who are selected receive extensive support and advice for drafting and completing their application from the Queen Mary Academy.

Staff Engagement with being a Reviewer and Mentor

Over the past year, there were four 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 two training and Continuing Professional Development (CPD) events run by Advance HE.

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. Mentors are encouraged to use their experience as part of evidence for applying for Senior Fellowship of the HEA. We aim to promote the integration of such engagement into probation, promotion and appraisal discussions.



Developing Innovative Practice

Queen Mary Academy Fellows

Queen Mary Academy Fellowships are flexible part-time fixed-term secondments which provide staff with an opportunity to share their academic practice and expertise throughout the University. The list of this year's Fellows, including a summary of the main aim of their work, is on the [Queen Mary Academy website](#).

Vice Principal's Research interns

This year two teams of three student interns worked on research projects across key areas of the student experience, supported by members of the Academy staff.

1. **Developing Learner Confidence** (January to July). Research conducted in large group teaching activities within SBBS and SBM.
2. **Student Perceptions of Teaching Excellence** (January to July). Survey and interview tools developed and tested (SPIR and SEF 3rd year UG students) for future potential research into feedback.

A podcast approach was used to capture and evaluate student experience of being an intern.

The Westfield Fund for Enhancing the Student Experience

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 funding supported 20 projects aligned to the 2030 Strategy, with a total of £100k available as small grants of up to £5k. A full list of the projects funded in 2021/22 are listed on the [Westfield Fund webpage](#). A Community of Practice for Westfield Fund project leads has been established, aiming to provide support and disseminating good practice.

Building Communities of Practice for educators

The Academy currently supports four Communities of Practice for educators, aiming to support student-centred pedagogic innovation, foster a culture of innovation and embed a culture of pedagogic research and scholarship. These are:

- Innovation and Learning Exchange
- Learner Engagement Analytics
- Virtual Experiential Learning
- Westfield Fund project leads

Action Research in Dentistry

The team supported a pilot of a reflective community model to help practitioners and educators in Dentistry to develop ideas for potential future action research education projects (13 participants). The pilot was delivered using a mix of synchronous meetings and asynchronous discussions on QMplus Hubs. This work will be presented at the Advance HE NET conference in September 2022.

Educational Research Skills Workshops

The Academy delivered four workshops for the Clinical and Communication Skills Unit in FMD. Each workshop had between 6-10 participants and covered SoTL and research impact; conducting interviews; facilitating focus groups and Action Research.

External Visibility and Reputation-Building

Developing Flexible Ecosystems

Professor Janet De Wilde, Danielle Thibodeau, Professor Stephanie Marshall, VP Education, and Sheila Gupta, VP People, Culture, and Inclusion, were awarded funding from Advance HE's Collaborative Development Fund in 2021. The project was called "Developing Flexible Ecosystems for education that supports student success: where are we now, what works and where next?" The outcomes identified the current state of knowledge and expertise in flexible education across institutions, in the UK and internationally. Data was gathered through surveys, case studies and roundtables, establishing the scale and range of practice in flexible learning opportunities. The final report was delivered in November 2021, alongside a blogpost on the advance HE website. Findings were presented at the SHRE Conference in December 2021 and Advance HE Teaching and Learning Conference in July, as well as a Tweet Chat. To find out more about the project visit the [Advance HE website](#).

EUA LOTUS: Leadership & Organisation for Teaching and Learning

Professor Janet De Wilde participated in the European Project [LOTUS](#) during 2021/22. This EUA project focused on capacity building and strategic change management for learning and teaching at higher education institutions. During the year 2021/22 the project concentrated on sharing Policy developments through Policy events. LOTUS runs until September 2022.

US-UK Fulbright Commission

We are collaborating with the Wolfson Institute of Population Health, the Global Opportunities Office and a team from the University of California Santa Cruz to deliver a Virtual Learning Exchange (VLE) in Semester A 2022. Approximately 50 students (20 QMUL, 30 UCSC) will take part in pilot that will include evaluation activities to help establish resources to create more exchanges at Queen Mary going forward. This work is funded by the US-UK Fulbright Commission.

Educational Leaders' Day

The Academy hosted a visit by 19 participants from a prestigious Dutch HE Educational Leaders course, with delegates representing Leiden University, TU Delft and Erasmus University Rotterdam. Eight Queen Mary educational leaders joined for a morning session, where we were able to showcase examples of innovative educational practice.

Festival of Communities

We collaborated with six student interns to run public engagement and research activities over this year's two-day Festival, which saw attendance of approximately 8,000 members of the local community in Stepney Green Park and at the Mile End Campus. We collected community views on how and what people learn at university.

Presentations and conference

The Academy has delivered 22 presentations ([Appendix 2](#)) raising the profile of Queen Mary at the major education conferences. We have also published nine papers during the year ([Appendix 3](#)). We have also presented to visiting colleagues from the UEA delegation, The University of the West Indies (Trinidad and Tobago) and Tashkent State University of Law (Uzbekistan).

Developing our research staff and doctoral students to become world-leaders

A vibrant research culture is an inclusive one that promotes research excellence, productivity, and engagement within and beyond our diverse institutions, all while balancing our researchers' career development needs and their wellbeing. The UK academic research community is in a period of reflection and reassessment about how our organisational and research cultures impact the researcher experience, and ultimately the career progression of our doctoral students and postdocs.

In the Queen Mary Academy, we both contribute to and help shape our institutional research culture. Our programmes provide a space for researchers to reflect on their development and hone skills that will aid their career progression whether their goals are within academia or beyond. In addition we support our doctoral students' wellbeing group counselling and we manage Queen Mary's work in upholding the Researcher Development Concordat.

Researcher development programme for Doctoral Students and Postdocs

Engagement and course topics

During 2021/22 we offered 140 courses/workshops on 50 different topics, with a total of 789 individual PGRs and 125 postdocs engaging with our programme. Most of our courses continued to be delivered online, as our researchers welcome the flexibility of this mode of delivery. Details of our offer and attendances are shown in [Appendix 4](#).

We have seen an expected decrease in engagement compared to 2020/21 (Table 3). In 2020/21 researchers prioritised training activities as Covid-19 restrictions continued to limit their ability to engage with other research activities. A decrease in engagement had also been noted by colleagues at other Russell Group institutions.

Table 3: Percentage of PGRs and Postdocs engaging with the Researcher Development programme

| | PGRs | | | Postdocs | | |
|-------------------|------------|------------|------------|------------|------------|------------|
| | 2019/20 | 2020/21 | 2021/22 | 2019/20 | 2020/21 | 2021/22 |
| HSS | 26% | 45% | 41% | 12% | 18% | 13% |
| S&E | 33% | 45% | 36% | 15% | 26% | 17% |
| FMD | 39% | 59% | 44% | 25% | 45% | 27% |
| Queen Mary | 33% | 49% | 40% | 21% | 36% | 23% |

Table 4. PGR and Postdoc bookings year-on-year

| | PGRs | | | Postdocs | | |
|-------------------|-------------|-------------|-------------|------------|------------|------------|
| | 2019/20 | 2020/21 | 2021/22 | 2019/20 | 2020/21 | 2021/22 |
| HSS | 782 | 1209 | 1056 | 14 | 19 | 16 |
| S&E | 1308 | 1530 | 1484 | 47 | 54 | 48 |
| FMD | 892 | 1104 | 916 | 178 | 215 | 171 |
| Queen Mary | 2982 | 3843 | 3456 | 239 | 288 | 235 |

During 2021/22, we were able to tackle some of our waiting lists from the previous year, particularly on writing and reading, by scheduling additional workshops from external trainers. Some of the highest demand topics continued to be around writing, reading, statistics, and R.

Table 5. Researcher Development courses in 2021/22

| Course Theme | Unique topics | Total sessions | Bookings* (incl waiting lists) | Waiting list |
|-----------------------------|---------------|----------------|--------------------------------|--------------|
| Reading & Writing | 13 | 54 | 1518 | 175 |
| Doctoral process | 5 | 16 | 553 | 5 |
| Statistics & R | 4 | 8 | 414 | 196 |
| Conferences & Presentations | 8 | 22 | 402 | 11 |
| Personal effectiveness | 5 | 11 | 331 | 9 |
| Professional progression | 7 | 13 | 262 | 19 |
| Funding | 4 | 8 | 200 | |
| Wellbeing | 4 | 8 | 212 | 6 |

*The total number of bookings in this table includes bookings made by other members of staff or students (eg Academics, Support staff, and Masters' students).

With statistics being one of our most high demand topics, we launched a new self-paced module on QMplus, 'Introduction to Statistics for Researchers'. The online module, which is open to any student or member of staff at Queen Mary, has over 20-hours of learning content across five topics that mirrors the lessons and exercises in our Introduction to Statistics and R course. To date, 197 users (136 students and 61 staff members) have engaged with the course.

New courses introduced this year were:

- Crafting Your Literature Review
- Creative Thinking for Researchers
- The Psychology of Writing: The Eight Tensions Writing Framework for Doctoral students
- The Scientific Method for Writing Scientific Abstracts: how to use the TooWrite Platform
- R for complete beginners
- Data Wrangling & Visualisation using Tidyverse in R
- What the stats?! Discovering statistics using SPSS

In response to the high demand for writing courses and retreats, in the year ahead will be introducing WriteFest, an event held across different universities every November to celebrate academic writing.

Researcher Development programme feedback

Our programme in 2021/22 was delivered by: our two Researcher Development Advisers (39%); external trainers (27%); postdoctoral researchers who were trained and selected through our Train the Trainer programme (26%); our Researcher Developer Advisers in collaboration with external trainers or colleagues in other universities (4%); other Queen Mary members of staff (4%).

Feedback responses indicate high satisfaction with our training provision ([Appendix 5](#)) and across different types of trainers (Table 6).

Table 6. Feedback responses on trainer effectiveness statements by type of trainer

| Trainer type | Avg* | n | % scoring 4 or 5 |
|---|------------|-------------|------------------|
| Queen Mary Academy Researcher Developers | 4.8 | 390 | 99% |
| External trainers | 4.8 | 435 | 97% |
| Postdoctoral trainers (through Train the Trainer) | 4.7 | 319 | 96% |
| Other Queen Mary staff | 4.6 | 53 | 96% |
| Grand Total | 4.8 | 1197 | 97% |

*Average of all four statements on trainer effectiveness, measured on a Likert scale of 1-5

“The writing retreats have been invaluable, they helped me feel connected while we were all so isolated during the pandemic. It’s been a great way to network with researchers from outside my discipline and hear about their challenges and triumphs! I also now organise my own writing retreats within my Institute, as they were so useful.”

Writing Retreat attendee, PGR

Events for Doctoral Students

The 3 Minute Thesis competition – 3MT

A total of 33 PGRs entered the 2022 Queen Mary [3MT competition](#). The seven PGRs who progressed to the Queen Mary final were selected as the top entries in the Faculty Heats we ran in March 2022. The final took place on 13 June 2022 with the highest attendance to date; over 80 people attended in person and just over 60 people attended on Zoom.

The 2022 Queen Mary winner was Hannah Cliff from the School of Languages, Linguistics and Film, meaning that in the last three years we had a winner from each one of our Faculties. Alena Vdovchenko, 2021 QMUL Winner and Vitae Finalist, hosted the event and talked to the finalists, who spoke highly of the support and training they received from us throughout the competition’s process. Our winner will now go on to compete at the national 3MT competition.

Doctoral College Events

We continued to contribute to the PGR Inductions that ran three times this academic year, by delivering training on PGR development, the Skills Points System and wellbeing. We also continued to deliver half-day wellbeing training for all three PhD Cohort Days.

Collaborative events with UKCGE

Queen Mary is a member of the UK Council for Graduate Education. In November 2021, we ran a national event on ‘Doctorates and Industrial partnership’ in collaboration with the UKCGE. The event brought together 40 delegates from 23 institutions across the UK and Europe (HEIs, funding bodies and professional bodies) to hear the views of seven speakers (including one academic and two PhD students from Queen Mary) and to discuss this important topic. Our VP Research & Innovation, Professor Andrew Livingston, delivered the welcome to the event.

Vitae International Conference

Queen Mary is a member of Vitae. The keynote talk at the Vitae International Conference in September 2021 was given by Shelia Gupta MBE, VP People, Culture & Inclusion, where she included the Researcher Development team’s work on PGR Wellbeing and Mental Health in

her talk. Following on from this high profile dissemination, the team has received a number of queries from the UK and abroad from people who are keen to implement similar approaches at their universities to the work that we are doing at Queen Mary.

Supporting Researchers' Career Development

Concordat to Support the Career Development of Researchers and the HR Excellence in Research Award

One year on from our becoming a signatory to the Concordat to Support the Career Development of Researchers, Queen Mary assembled a Concordat Implementation Group, championed by our Vice Principal of People, Culture and Inclusion, Sheila Gupta, and managed by Queen Mary Academy staff. The group has representation from two postdocs and one member of academic staff (who manages and supervises researchers) from each Faculty. Harmonising our reporting schedule with that of the HR Excellence in Research Award, we published our 10-year Action Plan on January 2022 that focused on four areas: improving communications with our researchers and their manager, supporting researchers' development and career progression, supporting our research culture, and improving our support systems for researchers. We had our award confirmed in March of 2022. More information can be found at www.qmul.ac.uk/rd-concordat.

During focus groups organised by our Concordat Implementation Group postdocs were asked about the Researcher Development programme and how they engaged with it. Postdocs fed-back that they thought the programme should feature research funding, career development (within and beyond academia), and teaching – elements covered by our programme. They also communicated that they were unsure of how to direct their professional development efforts and how that related to career stage.

This information has helped to inform the design of the Researcher Development pages of the Academy website, as well as ongoing efforts that will introduce new courses for postdocs in the 2022/23 academic year and provide better guidance on the kinds of development activity that postdocs should be focusing in on during their time as postdocs.

Code of Practice

One of major pieces of work that the Concordat Implementation Group completed in 2022 was the finalisation of the Code of Practice for Research Staff. This document, which is available online at www.qmul.ac.uk/research-staff-cop and is distributed with all new Research Staff contracts. It specifies the expectations for researchers who join the Queen Mary research community and details the support and resources available for them. One of the messages championed by the Code of Practice is for postdocs to consider planning for up to 10 days (70 hours) per year of dedicated to their professional development or the cultivation of independence.

Leadership programmes

UNique

We offered [UNique](#) for a second year, following last year's positive feedback and engagement. UNique is an 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 runs collaboratively with King's College London and Imperial College London, offering the opportunity for participants to network with researchers in those institutions. The

programme ran twice with a total of 30 Queen Mary participants (21 postdocs and 9 PGRs) and 47 applications.

“Without a doubt it helped me to land my dream job, and to negotiate a stronger salary. I found the whole thing immensely reassuring at quite an uncertain period in my career. It helped me to think more clearly about my career options, more confidence to speak up for myself, and a number of really specific targeted resources to navigate the job application process.”

2022 UNIQue participant

Leadership in Action

This immersive course crafted around the Resilient Leaders Development Programme is a collaboration between several London and UK research organisations and brings together early-career researchers (mostly postdocs). It has run online since 2020, and gives participants various opportunities to lead across a number of scenarios, and network and work with researchers from across different disciplines, from across the sector.

“I would recommend this course as I have learnt so much over the past three weeks both at a professional and personal level.”

2022 Leadership In Action participant

Mentoring

The mentoring scheme was paused in 2021/22 whilst we carried out a review so that we could improve engagement with the scheme. Postdocs were asked about mentoring in Focus Groups and through the Culture, Employment, and Development of Academic Research Survey (CEDARS), and School and Institute leadership were interviewed gather our leaders' thoughts on how postdocs should be directing their development efforts. The new Postdoc mentoring scheme will be trialled in in 2022/23.

Supporting the Mental Health and Wellbeing of researchers

PhD Support Groups

This year's results of three PhD Support Groups, which we ran collaboratively with the Advice and Counselling Service, continued to show measurable improvement in participants' wellbeing after attending a group for eight weeks. Notably, a higher percentage of our participants reported high wellbeing at the end of attending a group compared to the UK PGR population pre-pandemic, measured in the 2019 Postgraduate Research Experience Survey (PRES). Information about the impact of the PhD Support groups can be found in [Appendix 6](#).

The co-facilitators of the group were invited to talk to the University of Limerick in November 2021, as the University would like to incorporate a support group intervention within their prospective Doctoral College.

Workshops for researchers

We have continued to offer our existing five workshops on wellbeing and added a new workshop on the 'Psychology of Writing' to help researchers overcome emotional blocks and find motivation and joy in their writing.

In 2022-23 we will offer a new three-month programme with a Chartered Psychologist, called “Eight Tensions Framework Smart Writing Programme”. The programme will support doctoral students and postdocs in taking a practical approach for finding purpose, meaning, motivation and clarity in their writing. It consists of both group and individual coaching sessions, dedicated exercises, weekly 90-min writing sessions and a facilitated Accountability Buddy Scheme.

Training for supervisors and managers of Researchers

A workshop for managers of researchers on how to support their researchers' mental health and wellbeing ran twice as a blended workshop with a total of 31 participants, of which 12 were Directors of Graduate Studies. The workshop has run collaboratively with the Advice and Counselling Service this year and it introduced a role-play element to the training to help managers of researchers develop skills they need while talking to a researcher who's struggling. This new element of the training was presented at the UKCGE Annual Conference 2022.

“I'm glad that you reinforced the message that it's okay we aren't professionally trained. It's realistic to know our own boundaries, but that doesn't mean we can't help. I feel so much more confident, as I left the session equipped and I think it'll help me even better support for staff and students alike.”

Participant feedback





Queen Mary Academy
Queen Mary University of London
Mile End Road
London E1 4NS
qmacademy@qmul.ac.uk

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

qmul.ac.uk/queenmaryacademy

If you require this publication in a different accessible format we will endeavour to provide this, where possible. For further information and assistance, please contact:
content@qmul.ac.uk