

Postgraduate Certificate (Academic Practice / University Teaching)

Reflective Portfolio Assignment Marking and Feedback



Course **Clinical Education and Academic Practice**

Candidate's Number **23021813**

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

Result Recommendation

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

Feedback

General Comments

Thank you for resubmitting your reflective portfolio. Reading through it, I was very pleased to see how much thought you have put into reworking it, based on the feedback on your August 2017 submission. The positive comments made in the last mark-sheet still stand, and you have addressed each of the suggestions for improvement very thoroughly. The standard of your resubmission is now very good and I am delighted to now be able to award your portfolio a clear 'pass'. Well done on completing Level 3 of the CEP.

Areas which you have addressed in this resubmission:

- Deeper reflection: You have reduced the amount of description and enhanced the reflective elements, which is exactly what we are looking for. You have demonstrated an interest in exploring your feelings, your assumptions and your frames of reference, and you have given consideration to how these may impact upon your approach to your learners and your identity as a teacher.
- Understanding of key concepts: You have enriched your references and incorporated these into your portfolio in a manner that demonstrates that you have a clearer understanding of key themes relevant to clinical education, including: experiential learning (Kolb), teacher identity and approaches to teaching (Kugel, Palmer, Pratt) and critical reflection (Brookfield). I really like how you make links between these theories and how you actually practice on the ground.
- Enhancement of Part 2: You have enhanced each section in Part 2 really well, giving very good examples to illustrate your awareness of learner diversity, your commitment to widening access to education (eg to patients and allied health professionals), and your commitment to ongoing evaluation of your practice by seeking the views of multiple others.

Further thoughts for the future:

- I wonder whether now some of the language that you used around teaching may begin to change? For example, on page 4 you mention 'material being *delivered*' and 'that process of *imparting* knowledge'. These words suggest a teaching perspective of 'transmission', whereas you have realised that in fact you identify more with the 'nurturing' and 'apprenticeship' perspectives.
- You mention Brookfield's 'four lenses' of critical reflection (page 6). I wonder whether you will begin to notice how you apply these in your everyday practice, particularly the 'autobiographical' and 'colleagues' experiences' lenses.
- Your portfolio is now really good and in fact I am wondering about asking your permission to share it anonymously on our website as an example of a very nice piece of reflective writing!

Marking Guidelines:

ELEMENT	LIKELY 'NOT YET PASS'	PASS
<p>Understanding of concepts and theories relating to the practice of clinical education. (K1 & K2 minimum)</p>	<p>Does not adequately demonstrate an understanding of the key concepts in clinical education. Does not make reference to learning from the CEP, (eg workshops, teaching observation), or similar learning experiences. Does not use examples to illustrate understanding.</p>	<p>Demonstrates, with specific examples, a clear understanding of the key concepts and theories in clinical education. Makes specific reference to learning from the CEP, or similar learning experiences. Makes light-touch reference to the literature, if appropriate.</p>
<p>Understanding of impact of teaching, learning and assessment practices on student and / or trainee learning. (K1 & K2 minimum)</p>	<p>Does not show an understanding of the importance of high quality educational experiences for effective student or trainee learning. Does not make reference to learning from the CEP, (eg workshops, teaching observation), or similar learning experiences. Does not use examples to illustrate understanding.</p>	<p>Demonstrates, with specific examples, a clear understanding of the importance of high quality educational experiences for effective student or trainee learning. Makes specific reference to learning from the CEP, or similar learning experiences. Makes light-touch reference to the literature, if appropriate.</p>
<p>Understanding of impact of the workplace (academic and / or clinical) on student and / or trainee learning. (K1 & K2 minimum)</p>	<p>Does not identify the challenges and opportunities for learning that the workplace environment, (academic and / or clinical), provides. Does not make reference to learning from the CEP, (eg workshops, teaching observation), or similar learning experiences. Does not use examples to illustrate examples.</p>	<p>Demonstrates, with specific examples, an awareness of the opportunities and challenges that the (academic and / or clinical) workplace presents for teaching and learning. Makes specific reference to learning from the CEP, or similar learning experiences.</p>
<p>Understanding of impact of multiple perspectives and diversity on student and / or trainee learning. (V1 – V4)</p>	<p>Does not evidence respect for a range of learning preferences, individual learners and diverse learning communities. Does not use examples to illustrate this understanding.</p>	<p>Demonstrates, with specific examples, an awareness of student and / or trainee diversity. Demonstrated, with specific examples, how these multiple perspectives impact on teaching and learning.</p>
<p>Ability to critically reflect on personal development as a clinical educator.</p>	<p>Does not reflect critically upon their own experiences and practice as an educator. Does not question own experiences in an open, honest, questioning manner which facilitates learning and development. Does not make reference to learning from the CEP, (eg workshops, teaching observation), or similar learning experiences. Does not demonstrate attention to any feedback that has been gained from learners or colleagues.</p>	<p>Demonstrates skill in reflecting upon, and critically analysing their practice and experiences. Shows that they have thought about their own, their learners' and / or colleagues' perspectives, in the light of learning from the CEP, or similar learning experiences. May integrate references to the literature, though not necessarily. May base reflections on a specific model (eg Gibbs or Moon), though not necessarily. Most important is that writing is personal, frank and honest, demonstrating a willingness to question own practice, illustrated with specific examples.</p>
<p>Ability to convey ideas clearly in writing.</p>	<p>Essay is not structured or written in a manner that can be clearly understood by the readers. May be due to lack of appropriate sub-headings, sentence structure that is difficult to follow, or errors in grammar or spelling. Inappropriate length eg word-count outside 4,000 – 5,000 range.</p>	<p>Writes in a manner which conveys ideas clearly. Essay is well structured, uses appropriate sub-headings and text flows well. Appendices are cross-referenced with text. Referenced appropriately using Harvard or Vancouver style. Text word count between 4,000 and 5,000.</p>