

Postgraduate Certificate (Academic Practice / University Teaching)

Reflective Portfolio Assignment Marking and Feedback



Course **Clinical Education and Academic Practice**

Candidate's Name **2**

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:	XXX	Result Recommendation (PASS/NOT YET PASS/FAIL)	PASS
Internally Moderated by and date:	XXX	<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 overview:

This is a good portfolio which clearly demonstrates your understanding of, and interest in, developing as a clinical educator, and a firm commitment to incorporating your learning from the CEP into your teaching. You gave a fascinating account of your teaching experiences to date. In doing so, you conveyed a clear understanding of the concepts underpinning clinical education, as you reflected on how you could put theory into practice across a broad range of settings. I particularly liked the honest and sceptical take that you had when considering various theories of education, as this suggested that you had really thought about their implications. A thought-provoking portfolio which was interesting to read: well done.

Specific comments:

What the author does well:

- I felt that, throughout, you clearly communicated a real passion for both your clinical and your educational work and a thirst for continued development in both roles.
- You made nice, clear references to the specific learning that you had taken on board from the CEP, specifically the 'Small Group Teaching' and 'Planning and Evaluating your Teaching' workshops, your teaching observation, the reflective marking module and your 'reflections on feedback' exercise and it was great that you had undertaken such a full range of the modules that we offer on the CEP. I particularly liked how much reference you made to specific examples of the comments from your students' feedback forms. The entries that you made in your 'reflections on feedback' document provided good evidence that you had really thought about what they had said about your teaching.

- I really liked the 'self-questioning' style that you used in places, eg "[the students seemed to] like the approach that I took to running the sessions. But where had I learned this approach?" This was exactly what we were looking for as it demonstrated your capacity to really question your teaching practice.
- I thought that there was a good demonstration throughout your essay of an awareness of, and sensitivity to, the variety of different needs of different learners and that this was enhanced by your overseas work experience. Page 11 gave a very nice description of the efforts you make to pitch things to encourage engagement from all members of a group.
- I was particularly impressed by your incorporation of feedback into all your teaching encounters, and your response to, and consideration of, the feedback from others and your move into trying to ensure that everyone is giving feedback to each other (eg page 7 example).
- All in all, your essay gave me a very good sense of your 'developmental journey', throughout. I liked the links that you made between you as a learner and you as a developing teacher and I felt a real progression of how you had started off as an enthusiastic beginner-teacher, using lots of Socratic questions and 'off the cuff' methodology, through to a more mature facilitator-teacher with an increased awareness of individuals' needs. It was great that you identified that you were actually progressing through Kolb's experiential learning cycle yourself, in terms of your development as a teacher.

Suggestions for improvement:

- I liked the style and flow of your writing in Part 1. However, I felt quite confused when reading Part 2 as I was unclear about what questions you were addressing. It would have been helpful for the reader if you had used the subheadings that we had recommended.
- I would have liked to read about how 'good teaching' and 'good learning' can be compatible with real-life, busy clinical environments. For example, in the last section in Part 2, you described how 'actions were time critical', so that good teaching was 'impossible'; yet your student had told you that it had been an 'excellent learning experience'. What might this comment be telling you?
- In one of your appendices, you commented that, 'It is probably not unreasonable to reflect that Edinburgh medical students represent a fairly homogenous group in which diversity is existent but rarely challenging'. I think it would be interesting to re-examine this idea, thinking about all the types of heterogeneity that are less visible on the surface, influenced by each person's unique 'back story'.
- A suggestion for future reflective writing is to enhance the 'depth' of your reflections. When you engage in 'self-questioning', ask yourself *why* you / others might do or feel the things that you / they do about teaching and learning. What assumptions might you / they be making? What frames of reference do you / they think you have and why? How might your / their emotional state be impacting on things?

Marking Guidelines:

ELEMENT	LIKELY 'NOT YET PASS'	PASS
Understanding of concepts and theories relating to the practice of clinical education.	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.	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.
Understanding of impact of teaching, learning and assessment practices on student and / or trainee learning.	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.	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.
Understanding of impact of the workplace (academic and / or clinical) on student and / or trainee learning.	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.	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.
Understanding of impact of multiple perspectives and diversity on student and / or trainee learning.	Does not evidence respect for a range of learning preferences, individual learners and diverse learning communities. Does not use examples to illustrate this understanding.	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.
Ability to critically reflect on personal development as a clinical educator.	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.	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.
Ability to convey ideas clearly in writing.	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.	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.