

Ulster PD Scheme: Using e-portfolios and professional conversations to evidence recognition claims

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**Ulster PD Scheme:
Using e-portfolios and professional
conversations to evidence
recognition claims**

Dr Sarah Floyd & Vicky Davies

PD Scheme Aim:

An internal, HEA accredited, process for recognising continuing professional development and achievement in the area of teaching and learning support aligned to the UK PSF

“Demonstrating effectiveness in contemporary Teaching and Learning across the UK PSF Dimensions”

<http://www.heacademy.ac.uk/ukpsf>

Building a case

- E-portfolios
- Advocate statements
- Assessed Professional Conversation

Reflecting on the use of e-portfolios

- Perspective of those providing support
- Perspective of applicants
- Perspective of assessors

RAP	CASE 1	CASE 2	REFS	ADV 1
EVIDENCE	SF APP			

RAP:

1. Career Milestones:

My career in the University commenced 1989 when I was appointed Lecturer in Speech and Language Therapy, in the School of Communication following a successful clinical and management career in the Health Service. As a Speech and Language Therapist, I worked as a specialist in voice and fluency disorders, facilitating effective communication in clients who may have experienced a communication disorder such as stroke, head injury or laryngeal cancer which impacted not only on their ability to communicate but also on their self perception and daily interactions with family friends or work colleagues. From an early stage in my career, I was intrigued by the reciprocal relationship between the clinician-client interaction, where mutual understanding of psychosocial needs and abilities was critical to the success of any clinical intervention. That need to understand the individual level of ability, build trust and select the most appropriate communication/therapeutic intervention proved to be a valuable basis for developing and refining clinical teaching when I supervised students in practice and subsequently in specialist communication disorders of Voice and Fluency and later, in a range of communication and research modules across the University.

As a Lecturer in Communication, I have fully engaged in all aspects of Curriculum design, course development and delivery across the School in the School and worked flexibly delivering modules across sub-disciplines of Communication and Disordered Communication, Public Relations Advertising, Research Methods, Counselling, Leadership and Management and Health Communication. I believe this experience strengthened my ability to engage effectively across a wide range of teams and disciplines, which has in turn, enhanced my research and leadership performance. At the heart of effective learning and teaching is effective communication (TLRP, 2012; Blackmore and K...

Evidence of successful teaching innovation:

I have successfully taught on a range of courses within the School of Communication: MSc Political Lobbying and Public Affairs (Research Methods); MSc Communication, Advertising and PR, BSc Communication and Counselling (Health & Illness, Therapeutic Communication Theory); BSc Language and Linguistics (Clinical Communication) and Leadership, Management and Communication in Health Promotion (K1). I have used a range of methods to enhance conceptual understanding, including: (K3)

- Task-based learning
- Performance and role-play in skills awareness and acquisition
- Group evaluation and reflection in problem-based learning context
- Experiential Learning
- Supervision

Alan Webb: Senior Fellowship Application

RAP	Case Study 1	Case Study 2	Application Form	Advocate 1	Advocate 2
Publications Folder	Testimonials	Pedagogic Poems	Industrial liaison	External Examining	External Examiners
COPs Folder	Statement Bank	CHEP Advisory	Retention IWG	re-validation CA7s	DRG
CPD Folder	CV Folder	Help Sheets	PSR folder	CDF Folder	PDR

[RAP_JACW.docx](#)

Applicant views

“There may be merit in extending guidance on e-portfolio content needs i.e. there is a risk of over-provision of evidence, where candidates are keen to adequately tick the boxes but may end up gathering much more evidence than is strictly required. Some guidance on typical expectations (e.g. against specific criteria) might be helpful.”

“Estimate 2 to 3 days for preparation of work. I found it best to do this in one go rather than work on it over a longer period of time. Technical issues were the most frustrating part of the process.”

“a sample portfolio would be useful, perhaps as a pdf in BBL. not something to be adhered to slavishly but with enough content to provide a structure”

WEEK 1

Student perspective

Staff perspective

1 page option with anchors to categories

Ulster PD Scheme Fellow Template

Ulster PD Scheme Associate Fellow Template

Ulster PD Scheme Senior Fellow Template

Comments



Portfolio

Ulster PD Scheme Fellow Template

Purpose

This ePortfolio provides a space for you to collate the evidence to support your case for professional recognition for Fellow guidance: <http://www.heacademy.ac.uk/assets/documents/ukpsf/ukpsf.pdf>

Name:

Job role:

Please provide a brief summary of your T&L roles (no more than 200 words) and/or upload a copy of your CV.

Mapping of evidence to the UK PSF dimensions of practice

WEEK 1

Student perspective

Staff perspective

1 page option with anchors to categories

Ulster PD Scheme Fellow Template

Ulster PD Scheme Associate Fellow Template

Ulster PD Scheme Senior Fellow Template

Comments



Portfolio

Ulster PD Scheme Senior Fellow Template

Purpose

This ePortfolio provides a space for you to collate the evidence to support your case for professional recognition for Senior Fellow.

Your Account of Professional Practice (APP) word limit is 5-7000 words and consists of:

- A Reflective Account of practice (RAP)
- Two case studies of professional practice (CAS)

These should be produced in the format of an e-portfolio and will be further assessed through a professional conversation.

<http://www.heacademy.ac.uk/assets/documents/ukpsf/ukpsf.pdf>

Name:

Job role:

Professional Conversations

This professional conversation will take place with trained PD Scheme assessor(s), and is intended to **further explore and reflect upon participant experiences in terms of their impact/influence on their own learning, and that of students and peers.** The professional conversation will, additionally, provide a forum for triangulating evidence against the UK PSF to ensure that all elements have been addressed in terms of sufficiency, currency and authenticity.

Rationale for the APC

- dialogue and discussion are powerful tools in the construction of meaning and the articulation of professional identity
- feedback from the longstanding HEA-certified programmes indicated a positive attitude to the opportunities for cross-disciplinary scholarly dialogue

Potential downsides

- Reflective practice within HE usually takes place voluntarily, often in less formal contexts, within “significant networks” (Roxå & Mårtensson, 2009) or trusted communities of practice.
- The use of narrative to formally assess fitness for professional recognition may appear to contradict the discursive and exploratory nature of such a dialogue
- Danger of “...a swapping of mutually reinforcing prejudices, and experience in groupthink” (Simpson & Tresize, 2011, p474)
- Difficulties that some may find in expressing themselves in the unfamiliar language of SoTL (Brew, 2007)

Aspirations

- “one of the most powerful approaches...to promote teacher learning” (Danielson, 2009 p ix)
- allowing the individual to legitimately engage in “reflective critique” (Kreber, 2013 p99)
- creating a new and legitimate space for discussion about teaching and learning

Effective facilitation

- Effective facilitation of the professional conversation relies on the establishment of a protocol or framework for the dialogue (Little & Curry, 2009; Danielson, 2009; Claude, 2011) which serves to probe the evidence provided in a non-threatening environment, and allows the dialogue to be shifted or moved on.

Applicant views

- “Positive experience. Great to get an opportunity to articulate your approach to teaching and your own personal development in the area.”
- “Despite my fears I was surprised just how much I enjoyed the conversation and what I gained from it all. It is one of the very few things that I have ever done in work which was about my professional practice and more over the value of this practice to myself and to the university - talking about it brought to life what was on paper.”