Welcome to the PedRIO Annual Report 2018

Professor Debby Cotton, Head of Teaching and Learning, University of Plymouth

This has been a year of big changes for PedRIO not least of which was the retirement of former Director, Professor Pauline Kneale in July. Pauline continues to support the university in an emeritus role and I have been asked to lead the Institute going forward, building on my role as a founding member of the steering group when PedRIO was set up in 2011. My thanks go to Pauline, under whose leadership PedRIO has grown and flourished. Thanks also should go to the Steering Group whose input continues to be invaluable in setting the direction of travel of PedRIO.

This will be the eighth annual PedRIO report and, as ever, it reflects a celebration of the higher education pedagogic research that the University of Plymouth is well known for across the sector. It’s also an opportunity for us to evaluate the success of the institute which involves over 400 staff from the University of Plymouth as well as staff from other institutions who attend and contribute to our conference series. Evaluating teaching is a tough job, but we have developed expertise on evaluation of impact within PedRIO, recognised by significant funding from the Higher Education Academy (now part of Advance HE) in 2016. These skills will be of increasing importance to the university as evaluation of impact is a requirement of both the Teaching Excellence Framework (TEF) and the Access and Participation Plan.

2018 has seen a significant number of outputs by institute members, including 57 publications and 125 conference presentations. PedRIO continues to support student research and publication through the British Conference of Undergraduate Research (BCUR) and Posters in Parliament. It forms a key part of the university’s efforts to link research and teaching more closely – key priorities of the Research and Innovation strategy and the new Education and Student Experience Strategy. Highlights of this year include thesis completion by two PhD students: Derek Dodd and Cathy Schofield. Julie Osborn also successfully defended her PhD thesis at the end of November.

PedRIO organised 3 conferences in 2018, with 400 attendees in total, as well as many other events including a showcase of community engagement held in the Devonport Guildhall as part of the University’s Festival of Research, and co-hosted by iSPER, the Arts Institute, and the Sustainable Earth Institute. Increasing efforts to forge links with other University Institutes have led to the first of 2 joint workshops with the Arts Institute – a Social Media Round Table hosted by Professor James Daybell and myself. The most recent PedRIO conference, on Subject and Institutional Excellence, attracted the largest number of external submissions of any to date. This offers an important (and cost-effective) opportunity for UoP staff to hear about innovations in other institutions, and to acquire skills that help them enhance their own practice. In this way, PedRIO continues to develop research which has impact on both policy and practice.

With the higher education policy context in significant flux, the year ahead offers a mix of opportunities and challenges. Whatever changes 2019 brings, PedRIO hopes to maintain its position as a leading Pedagogic Research Institute in the UK, as well as enhancing the quality of education and the student experience at the University of Plymouth.

For the most recent information on pedagogic research calls for funding, conferences and theme group activities, please visit the PedRIO website: www.plymouth.ac.uk/pedrio or contact pedrio@plymouth.ac.uk.

Suggestions for future events and activities can be made at any time.

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PedRIO research theme groups in 2018

The PedRIO theme groups promote and coordinate leading-edge, cross-disciplinary and multi-method pedagogic research in Higher Education. Here is a brief overview of the groups’ aims and main areas of activity in 2018.

Sustainability Education Research Group

Led by Dr Paul Warwick

The Sustainability Education Research Theme Group facilitates innovation and research relating to Education for Sustainable Development (ESD). This group is linked to the University’s Centre for Sustainable Futures; a cross institutional community of practice led by Dr Paul Warwick. In 2018 research activities included:

- **Sustainability in Higher Education Conference:**
  The third conference in a series created by the University of Plymouth, in partnership with Canterbury Christ Church University, was held by PedRIO in January 2018.

- **Sustainability and interdisciplinary learning:**
  Dr Paul Warwick, Dr Harriet Dismore and Dr Dave Morrison successfully completed their HEFCE Catalyst funded project exploring how interdisciplinary learning can be developed between the arts and sciences to engage students with the UN Sustainable Development Goals. To see the website of resources that this research project has produced to support staff interested in this area of curriculum development visit: [www.plymouth.ac.uk/interdisciplinary-learning](http://www.plymouth.ac.uk/interdisciplinary-learning)

- **Sustainability in the curriculum:**
  Prof Janet Richardson, with support from the Centre for Sustainable Futures staff team, has successfully led an EU-Erasmus funded project with colleagues from Germany and Spain to research and develop sustainability as a curriculum theme within Nursing Education. This work received national recognition through winning a Guardian award as well as being a finalist in the Green Gowns Awards in November 2018.

- **Sustainability and community engaged learning:**
  Dr Alun Morgan and Dr Paul Warwick, having previously led a PRTI funded project to explore service learning, have provided further support around the effective pedagogy for sustainability education through community engaged learning. This was presented at the University of Plymouth’s Research Festival on 22nd January 2018 and has more recently informed a new public engagement initiative developed in partnership with the Arts Institute. Called ‘Urban Dialogues’, more information can be found about its launch at [https://www.plymouth.ac.uk/urban-dialogues](https://www.plymouth.ac.uk/urban-dialogues)

Members of the Sustainability Education research group presented at numerous conferences nationally and internationally in 2018. These included the PedRIO annual conference and VC’s Teaching and Learning Conference (University of Plymouth), the Environmental Association of Universities and Colleges Annual Conference (Keele University), the International Consortium for Educational Development (ICED, Atlanta, USA) and the 4th World Symposium on Sustainable Development at Universities (WSSD-U-2018 Penang, Malaysia).

Closer to home, they contributed to the University’s development of a new Sustainability Hub in Kirkby Lodge (see below) with significant potential to enhance Sustainability Education and research.
CAMERA (Collaboration for Advancement of Medical Education Research & Assessment)

Led by Dr. Tom Gale

The Collaboration for the Advancement of Medical Education Research & Assessment research group (CAMERA) is located in the Faculty of Medicine and Dentistry and brings together academic researchers, medical professionals, and educators seeking to improve patient safety and engagement through evidence-based professional education. We achieve this by undertaking collaborative research that impacts directly on theory, policy, and practice. We focus on improving patient safety and engagement through understanding clinical education and assessment and its impact on the clinical workforce.

Under our research themes we can demonstrate making a difference when working with partners both in the UK and around the world.

Preparedness for practice:
CAMERA has undertaken a range of research around doctors’ and other healthcare professionals’ preparedness for practice across the training continuum. A paper exploring the preparedness for practice of the first cohort of Peninsula Medical School students has become the “go-to” paper for all research in this area. Research funded by the NIHR into the antimicrobial prescribing of junior doctors has led to the development of an animation which is available for use in F1 induction programmes in the UK. We are currently conducting an evaluation of the preparedness for practice of graduates from the Peninsula M.D. programme – the first evaluation of its kind. Internationally acclaimed work using distributed simulation as a concept in response to the Ebola crisis in West Africa focused on preparing healthcare workers and community members to respond appropriately in a crisis to protect themselves and their communities. CAMERA researchers have built a significant body of research focusing on recruitment, selection, and workforce planning to inform best practice and policy in the recruitment of healthcare workers with the capability to match the service needs of the NHS.

Regulation:
Understanding assessment in the workplace and the impact this has on the health professions and healthcare systems has been at the heart of CAMERA research. For example, CAMERA researchers have developed Multisource Feedback (MSF) instruments approved for the Royal College of General Practitioners’ Membership by Assessment of Performance’ programme and used by the National Clinical Assessment Service (NCAS) for its clinical assessment of poorly performing doctors, dentists, and pharmacists, and adapted for trainees by the Royal Colleges of Pathology, Paediatrics, Surgeons, Pathologists, and Psychiatrists. The work has also been translated into several different languages including Dutch, Swedish, and Japanese.

CAMERA has conducted research into regulation in Medicine and Dentistry since 2008. Most recently, the UMbRELLA collaboration led by CAMERA is central to the General Medical Council (GMC) policy and its reputation in the development and handling of medical revalidation. This is evidenced by our inclusion in their written evidence to the Health Select Committee in January 2015 and importantly in the recent publication of Sir Keith Pearson’s report in January 2017 entitled Taking Revalidation Forward: Improving the process of relicensing for doctors. CAMERA has also worked with the Australian Medical Board to help develop medical revalidation there.

Patient and Public Involvement (PPI):
PPI is considered integral to professional development, quality improvement, and patient safety. As such, the CAMERA team works extensively with a variety of stakeholders including patient research partners, service-users, carers, public organisations, policy makers, and multidisciplinary researchers. Extending across a variety of research themes including regulation, undergraduate and postgraduate education, the CAMERA team have been involved in: exploring the role, practice, and understanding of PPI in medical revalidation from a patient and public perspective (Health Foundation, 2015); developing an evidence-based guide for healthcare practitioners, researchers, educators, and regulators looking to work with service-users, patients, carers, and members of the public (Health Foundation, 2018); co-producing an animation with a local patient participation group (PPG) to explain ways of providing patient feedback; collaborating with the Academy of Medical Royal Colleges to identify ways to improve patient feedback in the context of medical revalidation (2017); identifying the essential and desirable principles of PPI (2018); evaluating the pedagogic value of PPI in the teaching of complex matters such as combatting PTSD; and exploring the impact of PPI in the teaching and assessment of estimate examination skills. Importantly, all research has been conducted in collaboration with patient research partners and organisational groups. This helps to ensure ongoing dialogues and partnerships between communities are maintained, enabling the research produced to be of considerable importance and relevance to all those involved across the continuum of healthcare profession’s education.

Building collaboration across health-related research groups

CAMERA has instigated discussions, research showcases and scoping exercises to build a wider community of practice to promote a cross-disciplinary, collaborative research network related to healthcare education across the University of Plymouth. Collaboration of Healthcare Professions Education Research (CHAPtER).

The Collaboration for the Advancement of Medical Education Research & Assessment programme – the first evaluation of PUPSMD Physicians Associate’s preparedness for practice of doctors has led to the development of an evidence-based guide for patient and public perspective of PPI in medical revalidation from a patient and public perspective (Health Foundation, 2015); developing an evidence-based guide for healthcare practitioners, researchers, educators, and regulators looking to work with service-users, patients, carers, and members of the public (Health Foundation, 2018); co-producing an animation with a local patient participation group (PPG) to explain ways of providing patient feedback; collaborating with the Academy of Medical Royal Colleges to identify ways to improve patient feedback in the context of medical revalidation (2017); identifying the essential and desirable principles of PPI (2018); evaluating the pedagogic value of PPI in the teaching of complex matters such as combatting PTSD; and exploring the impact of PPI in the teaching and assessment of estimate examination skills. Importantly, all research has been conducted in collaboration with patient research partners and organisational groups. This helps to ensure ongoing dialogues and partnerships between communities are maintained, enabling the research produced to be of considerable importance and relevance to all those involved across the continuum of healthcare profession’s education.
Critically Inclusive Pedagogies (CIP)

Led by Dr Suanne Gibson

The Critically Inclusive Pedagogies (CIP) theme group has been busy delivering conference papers locally and at national events alongside publishing related articles. Suanne is currently working alongside Professor Alison Cook-Sather (Bryn Mawr, Pennsylvania USA) writing a paper regarding ‘Compassionate methodologies of teaching in Higher Education’. She has also just completed a chapter for Bloomsbury on ‘Higher education access for students with disability’. This is to form a part of Bloomsbury’s new international database of publications and will go online shortly. Ciaran O’Sullivan and Christie Pritchard continue to develop ideas around participatory methodology and hope to complete an article on this stemming from their funded PedRIO study “Becoming student – partnerships and voices” (PRTI funding round 2015/2016).

To further explore and enhance inclusive pedagogies in HE reflects one of PedRIO’s key priorities. This theme group is currently re-structuring. If you are interested in this area and/or are working on issues relating to inclusive pedagogies, and want to be involved in this group, please get in touch with us: pedrio@plymouth.ac.uk

Digital Innovation Group (DIG)

Led by Professor Neil Witt and Dr Anne McDermott

The Digital Innovation group maximizes pedagogic research opportunities, shares best practice/research, and develops initiatives that respond to institutional/sector policy. Its areas of focus include digital skills and practices; risks and identities; online communication (blogs etc.); and professional networks. Digital capabilities remain a major theme of the group; latest developments focus around the piloting of the Jisc digital discovery tool, a diagnostic tool for individuals to use to assess their own digital capabilities.

There is tremendous synergy between this work and the PRTI funded, Business-School based, Digital Capabilities project, to which DIG members have contributed.
Gaming and Simulation-enhanced Learning (GSeL)

Led by Dr Arunangsu Chatterjee

The GSeL interdisciplinary research theme group aims to explore and enhance the multiple ways in which Gaming and Simulation can foster learning in HE. We critically engage with innovative methods and ideas that inform pedagogical approaches in the context of HE.

‘Learning through play’ is a concept often associated with early years teaching – but researchers from across the country gathered in November 2017 to explore how games and simulation can be used as valuable teaching approaches in higher education. Hosted by PedRIO, this was the first large event (more than 100 participants from a variety of disciplines) to showcase the pedagogic value of games and simulation in subjects ranging from paramedicine to digital art. Keynotes were presented by Professor Nicola Whitton from Manchester Metropolitan University and Professor Pamela Kato, an internationally recognised expert on serious games.

Delegates were taken on a journey through virtual reality and its uses in medical education, right back to basics and how a board game could be used to engage students in learning about medicines. The conference integrated both traditional talks and innovative formats (like hackathons), providing opportunities to present quality research in formats which stimulate creative collaboration and idea generation.

Building on the success of this initial event, we have run a workshop to enhance empathy education and awareness for healthcare staff using Virtual Reality (VR) in 2018. The intention behind Patient VR is to help the healthcare staff in understanding what the patient goes through, which can have implications on human factors such as communication, compassion and empathy toward the patient. In 2018 we have focused in particular on establishing strong collaborations with the Torbay Digital Horizons group to progress these activities. The outputs from this project along with a systematic review is in preparation to be submitted for peer review this coming year.

The GSeL group have already scheduled a number of events for 2019 to build upon this work and expand partnership activities with external collaborators. Examples include a workshop on ‘serious’ board games for academics and practitioners at the University of Plymouth with Focus Games ltd and a Virtual Reality workshop with Pearsons on the use of VR for simulated scenarios in health.
Learning for the Future: Developing an interdisciplinary learning framework between the arts and sciences (HEFCE Catalyst award for teaching innovation)

Pis: Dr Harriet Dismore and Dr Paul Warwick, Project Co-ordinator: Dr Dave Morrison

The challenge to live and work sustainably, making a positive difference to the complex social, environmental, and economic issues we face today, requires interdisciplinary working. Indeed, employers call for graduates who can work collaboratively across disciplines to meet these demands. The aim of this HEFCE Catalyst funded project (£50,000, running from November 2016-April 2018) has been to develop a toolkit to help higher education staff create interdisciplinary modules where students can learn and practice the skills needed to do interdisciplinary work.

Informed by innovative and experimental practice with 10 staff and over 150 students from across the arts and science, this toolkit provides:

- A rationale for teaching interdisciplinarity
- A model of interdisciplinary skills that can be taught to students and made explicit to future employers
- Ways to design modules and address logical and practical issues
- Ways to engage students as mentors and co-educators

Preliminary findings from the evaluation of the project (via student surveys, participant observation, student reflective assessment and interviews with module staff) are positive about both the success of the model in preparing students to do interdisciplinary work as graduates, and its impact on student satisfaction. From the staff interviews, the overall response to the project was also very positive. Both staff and student feedback has already identified a number of cases where interdisciplinary learning has led to improved learning outcomes and/or enhanced perception of future job opportunities. Identified areas for further development focused on implementation of the framework, rather than the framework itself. Examples included the need for greater consistency on assessment instructions across subjects and more time for students to work together.

For further information on the toolkit please visit: https://www.plymouth.ac.uk/interdisciplinary-learning

The research involved: statistical analysis of data held by the General Medical Council (GMC); eight surveys, including a survey of over 26,000 doctors about their views and experiences of revalidation activities; and in-depth qualitative work through appraisal portfolio analysis and interviews with doctors, Responsible Officers, GMC Employer Liaison Advisers, and lay representatives.

Between 2015 and 2018, CAMERA researchers undertook a national evaluation of the implementation and impacts of medical revalidation, a major change to the regulation of the medical profession in the UK that centres upon doctors’ participation in annual appraisal meetings. Led by Professor Julian Archer (UoP 2007-2018), supported by Dr Marie Bryce as Research Fellow, the study saw the CAMERA team collaborate with colleagues at University College London, the University of Manchester, NHS Education for Scotland, Health Improvement Scotland, the Belfast Health and Social Care Trust, and the Wales Deanery, to deliver a truly UK-wide large scale mixed-methods study.

The UK Medical Revalidation Evaluation coLLAboration (UMbRELla)

We found that participation in annual appraisals has increased since the introduction of revalidation, but that only a minority of doctors reported making a change to their clinical practice, professional behaviour or learning activities as a result of their appraisal. We also found that appraisal rates vary between groups of doctors, often due to job role, and that revalidation outcomes also vary between groups of doctors sharing some protected characteristics, with younger doctors, female doctors, and doctors from black and minority ethnic backgrounds more likely to have their revalidation deferred.

During the early years of revalidation, we found that much of the focus has been on collecting ‘enough’ supporting information for appraisal portfolios rather than on how the information supports learning and development, and that this has driven many doctors to feel that the process is a ‘tick-box exercise’. Some groups of doctors experienced particular difficulties collecting some types of requisite supporting information, with psychiatrists and anaesthetists finding it more challenging to collect patient feedback.

Subsequently, the GMC has revised its guidance on supporting information for revalidation, as a result in part of our research findings.

Dissemination of findings from the UMbRELla study continues and the final report can be viewed online:

Paul Murray wins National Green Gown Award

Paul Murray, a long standing member of the PedRIO steering group, was named Sustainability Champion - Staff at the 14th annual Green Gown Awards in recognition of his sustainability education work over 25 years in higher education.

Paul, who is an Associate Professor in Sustainable Construction and Surveying in the School of Art, Design, and Architecture, was recognised for helping to create one of the UK’s first overtly environment-themed degrees in building and construction. He has also devised an innovative collection of values-centred personal training techniques to provide students, academics and professionals with the confidence and insight they need to promote both sustainability and beneficial personal change and in 2011 published his book ‘The Sustainable Self’, which has been very positively received and utilised.

Recently Paul worked alongside Sheran Murray, Anne Bentley and Paul Warwick to complete a PedRIO PRTI funded project researching the building of student resilience and self-leadership (for more information see https://www.plymouth.ac.uk/your-university/teaching-and-learning/ pedro-and-ed-projects/current).

In its connecting of Sustainability to aspects of student well-being and personal development, this project highlights a vital agenda for the University as it seeks to continue taking this work forwards within the curriculum and personal tutoring systems.

Reflecting upon his award Paul Murray said: “I was genuinely shocked and amazed to have won, and very thankful to those who have helped me in my work over the many years. More broadly, the occasion emphasised how sustainability cannot simply be viewed as one of many agendas. It is an imperative that can no longer be ignored, and it is vital that all universities unlock their unique potential to make an immense, positive difference to the future. When we place sustainability at the heart of all we do, it can yield untold benefits for all.”

Paul Warwick who leads the Centre for Sustainable Futures added:

“It has been an absolute privilege to work with Paul Murray during my time here at Plymouth and it will be a real loss to the University when he leaves at the end of this year. Sustainability Education is underpinned by notions of active concern for well-being and this needs to start with our students and ourselves. Paul’s work has been vital in helping us not only highlight this imperative but to also work with other colleagues and students to creatively explore how we can put this into practice in effective and accessible ways.”

NurSus: An Erasmus Plus Strategic Partnership

NurSus, the European Erasmus Plus funded project designed to enhance nursing and health professional education for sustainability led by the University of Plymouth, came to a successful conclusion in 2017, but it has continued to make waves internationally since then. In the project, Higher Education partners at the Universities of Plymouth (UK), Esslingen (Germany), Maastricht (The Netherlands), and Jaen (Spain) used a range of research methods in order to explore what nurses and health professionals need to know about sustainability and climate change. One of the core outcomes from the project, the NurSusTOOLKIT was officially launched in June 2017 in Esslingen University, and student representatives from each participated in the event. All the teaching and learning materials in the NurSusTOOLKIT are available free of charge from the NurSusTOOLKIT website www.nursus.eu.

In 2018, the NurSus project won a prestigious national newspaper award: the Guardian University Award. Members of the project team received the honour from TV presenter Lauren Laverne, after it beat off competition from the University of Manchester in the Sustainability category. It’s the third Guardian University Award that Plymouth has won in six years.

Project director Professor Janet Richardson said: “We have worked hard over the last five years to embed sustainability in the nursing and healthcare curriculum. Working with colleagues in Europe our NurSusTOOLKIT project has extended the reach of sustainability education across the continent, providing access to free teaching and learning materials. And our students have played a key role in our sustainability initiative – and this award recognises just the importance of sustainability in nursing, but the hard work of a committed and dynamic team.”

The concept behind NurSusToolkit was developed internally at Plymouth, and ‘tested’ by nursing students working with undergraduates in product design to consider the implications of climate change for services and equipment used in hospitals.

Plymouth invited institutions from Spain, Germany and the Netherlands to work with them in taking the project forward, and together, with an EU grant, they developed the multilingual teaching materials that cover not just nursing and midwifery, but geography, design, public health, and health planning and management as well.

Associate Professor Louise Winfield, Interim Head of School for Nursing and Midwifery, added: “The University has a longstanding reputation for excellence in sustainability, and this award is further evidence of the way that our educators excel at embedding green principles across the curriculum. And for nursing education more widely, this is hugely significant as there is no requirement for sustainability to be taught in nursing. But the reception to NurSusTOOLKIT across the continent and at the highest levels has demonstrated the need and the appetite for it – and that has originated here, in Plymouth, with our pioneering people.”

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considered four aspects of provision. It considered institutional and lecturer views on the nexus before examining what students experienced and how engaged students were in their lecturers’ research. Comparisons between the types of institution showed an expected cultural pattern between universities and colleges, as they stood on the nexus, where CBHE focused on teaching, post-1992 universities focused on research-informed teaching, and the pre-1992 universities highlighting their research reputations. The student experience is shown to diverge from this pattern. The CBHE psychology students had a more research-rich experience than those at universities, with varying levels of engagement with lecturers’ research. The evidence from this study suggests that research, in its traditional form, may not be necessary to enhance learning. It indicates that there needs to be further exploration about the role of scholarship within higher education to develop a better understanding of the role of CBHE in the higher education sector, and what it may contribute to the teaching-research nexus. This may have implications for the status of CBHE in the higher education landscape, as has been suggested by the first TEF outcomes.

To access the full thesis on PEARL, please follow: https://pearl.plymouth.ac.uk/handle/10026.1/11097

Student participation at the British Conference of Undergraduate Research (BCUR) and Posters in Parliament (PiP)

PhD awarded to Dr Cathy Schofield: Exploring the Teaching-research Nexus in College Based and University Higher Education

We would like to congratulate Cathy Schofield on being awarded her PhD in 2018. Her PhD thesis focused on the teaching-research nexus and she was supervised by Pauline Kneale, Debby Cotton, Janine Whiter and Karen Greaty.

In traditional university higher education the normal expectation is that academic staff will undertake teaching and research. There is an implicit assumption that active researchers provide a high quality learning experience, with research informed teaching at its core. Cathy’s PhD research explored aspects of the teaching-research nexus in university and college-based higher education (CBHE). This research

PhD awarded to Dr Derek Dodd: Lost in Translation? Non-STEM Academics in the ‘Entrepreneurial’ University

We would like to congratulate Derek Dodd on submitting and successfully defending his PhD studies in 2018. His thesis focused on the Entrepreneurial University and he was supervised by Debby Cotton, Jocie Quinn and Linda La Velle.

This study set out to explore the ways in which non-STEM academics, working within UK universities, that had positioned themselves publicly as ‘entrepreneurial’ institutions, interpret and negotiate the related concepts of the entrepreneurial academic and university. The entrepreneurial university concept has become a ubiquitous figure of the ‘individual, lone, romantic generation’, ‘money making’, and the values’, ‘the business agenda’, ‘income generation’, ‘money making’, and the figure of the ‘individual, lone, romantic, heroic capitalist’. Additionally, where subjects were convergent in broader, more social’ conceptions of academic entrepreneurship, they typically reported that it was rarely articulated in the internal communications of their respective universities.

To access the full thesis on PEARL, please follow: http://hdl.handle.net/10026.1/11831
Pedagogic Research and Teaching Innovation (PRTI) Updates from the 2017 funding round

In 2017/2018 PedRIO supported a range of teaching, learning and student experience research and development projects initiated by staff at Plymouth. Out of a total of 41 applications to the Pedagogic Research and Teaching Innovation (PRTI) scheme in 2017, twelve projects were funded, spanning a range of pedagogic issues. These projects have produced innovative and insightful outcomes which were not only presented at the PedRO conferences during 2018 but have in many cases led to further research outputs, educational enhancements and impact.

An International Systematic Review of Medical Semiology.

Dr John Tredinnick-Riose, Dr Sam Regan de Bere, Dr Thomas Gale and Dr Rosalvina Campos Perez de Herrera

A systematic review of medical semiology was conducted with Spanish, Portuguese, Italian, French and English literature. Medical semiology as taught in South American medical schools teaches doctors to identify symptoms in patients and link them to known conditions and treatment pathways. The subject semiotics is often seen as a subject that is taught in clinical terms of publications, John is currently observing classes in different medical institutions. Securing the PRTI award contributed to John obtaining this additional research travel grant. In terms of publications, John is currently working on a chapter for the Springer Biomedical book series. The research protocol has been published in an open online repository of systematic reviews known as PROSPERO. In addition, John will be presenting a research paper at the 14th World Congress of Semiotics in Buenos Aires, Argentina in September 2019.

Very few papers alluded to the connection between semiotics and medical semiotics in a non-clinical form. The majority of the research about medical semiotics is in relation to epilepsy, and the identification of common patterns in different types of seizures. This involved combinations of graphical electroencephalography data, and known patterns of seizure semiotics. i.e. different types of bodily movement. The literature shows that using visual semiotics data of observable patterns to categorise seizure types can be just as effective as using neurological scans in the form of electroencephalography charts. A minority of research papers linked semiotic data to semiotics as a wider subject. They suggested the role sign recognition could standardise approaches to clinical semiotics within disease categories. In addition, further work might identify which semiotic markers are of most diagnostic value, and why, increasing the predictive validity of semiology. One paper concluded that neuroethology has great potential to be applied in the study of human epilepsy semiotics.

The project has led to new research projects, collaborations and outputs. In Easter 2019, John will be going to Lima, Peru, to collect data about teaching methods in medical semiology, by observing classes in different medical institutions. Securing the PRTI award contributed to John obtaining this additional research travel grant. In terms of publications, John is currently working on a chapter for the Springer Biomedical book series. The research protocol has been published in an open online repository of systematic reviews known as PROSPERO. In addition, John will be presenting a research paper at the 14th World Congress of Semiotics in Buenos Aires, Argentina in September 2019.

Exploring the impact of patient involvement in the teaching and assessment of vaginal examination skills.

Rebecca Baines, Dr Sam Regan de Bere, Dr Thomas Gale, Robert Johnson and Dr Andrew Kelly (Peninsula Schools of Medicine and Dentistry)

This project aimed to evaluate the pedagogic impact of patient and public involvement (PPI) in medical education. Through external collaborations with Oxford University, the project explored not only how PPI influences the student learning experience of both students and staff members, but also uniquely the impact of PPI on assessment scores. The project employed a randomised control trial (RCT) methodology to find out how patient involvement in the teaching and assessment of vaginal examination skills affected the knowledge, skills and attitudes of medical students and staff at Plymouth and Oxford University.

Key outcomes of the PRTI funded project were disseminated at an international medical education conference earlier this year (AMEE, Basel, Switzerland) and at a number of local conferences including Transforming Research into the Curriculum seminar, PedRIO and the VCs teaching and learning conference. The research project has also led to the production of two publications currently under peer review. Findings from the research have further been shared with the Royal College of Obstetrics and Gynaecology with the hope of developing future collaborations with other medical schools to support and develop patient involvement in other areas of clinical skills beyond intimate examinations skills. The team would like to take this opportunity to thank PedRIO for their support, without which the project would not have happened.

Building student resilience: a self-leadership approach.

Paul Murray, Anne Bentley, Dr Paul Warwicks and Sheran Murray (Faculty of Arts and Humanities/ TLS/Student Counselling)

The decline of resilience among students is a growing concern across the world (Pidgeon et al 2014; Yeager & Dweck 2012; McGilvery & Pidgeon 2015), impacting on student performance, retention and employability as well as students’ personal wellbeing. In the UK, a survey of over 6000 students found that over 50% experienced stress, worry or strain and one in eight consider themselves to have a specific mental health issue (Unite 2016). The aim of this research was to evaluate the potential to deliver a programme of resilience-building techniques that support student wellbeing and enhance their personal competency levels.

The research targeted the general student population and its objectives were to (a) evaluate, and adapt for use with students, techniques for developing ‘Personal and Workplace Resilience’ delivered as Plymouth University staff development; (b) deliver the revised resilience development programme to students drawn from across the university, and (c) evaluate the impact of the programme on participant perceptions of wellbeing and confidence.

In total, 45 students participated in the resilience development programme. Post-training evaluation provided in-depth data on the sense of vulnerability which students experience, the need for, and appreciation of, providing a safe and secure training environment that allows participants to openly explore their experiences and to learn by supporting each other. Student reflections also indicated gains in student confidence and self-efficacy due to the training. The team is working on a journal article focusing on the development of students’ resilience and has already disseminated pilot findings at a two-hour workshop for the School of Nursing staff and a workshop at the Vice-Chancellor’s Teaching and Learning Conference 2018. The aim is that project findings will inform future wellbeing policy and practice within the University.

The role of teacher-student relationships in supporting student engagement and lecturer motivation.

Dr Anne Plessis, Dr Mark Farvsworth and Dr Alison Stokes (School of Biological and Marine Sciences/School of Geography, Earth and Environmental Sciences)

Teacher-student relationships (TSRs) are an important aspect of the undergraduate student experience and have a significant impact on student motivation and learning (Umbach and Wawrzynski, 2005). Reciprocally, TSRS affect the attitude of lecturers towards their teaching duties (Spilt et al., 2011). This project intended to explore how, and to what extent, TSRS have beneficial consequences on students and lecturers. In particular, an examination of the higher education literature indicates a gap in studies of TSRs in the context of field courses (see section 7). Because interactions between students and lecturers during field courses are largely different from the ones that occur on campus, the project studied how this change in teaching context modifies TSRS and the consequences
of these altered TSRs for teaching and learning.

Survey data from stage one students at the beginning (n=159), during (n=159) and after (n=44) field courses were obtained to capture their engagement and learning. A further survey was distributed to lecturers (n=39) in SoBMS and SoGEEs to investigate their interactions, relationships and attitudes towards students, along with their motivations. These discussions were then carried out (three with students, three with lecturers) exploring the interactions between students and lecturers during the field courses and the impact they had post field courses.

Research findings indicate that field courses are effective at promoting relationships between students and lecturers. A majority of students reported that interactions during field courses were easier than on campus; accordingly, lecturers stated that they interacted with a higher proportion of students, including students they had never interacted with before.

Lecturers were perceived by students to be more friendly, loss intimidating and funnier than on campus. Perception of the personality of individual lecturers also changed, with lecturers considered to be more supportive and honest.

Focus group results suggest that this could be due to lecturers providing immediate oral feedback on field interactions, making them more approachable and authentic to students. Students reporting directly to lecturers providing immediate feedback on field course assessments. Both, lecturers and students reported that an important impact of field courses on student-teacher relationships was that lecturers learned the names of students. During focus group discussions, all students agreed that lecturers knowing their names facilitated considerably future interactions, making them more comfortable asking questions and asking for additional information or feedback. Findings from this project have been presented at the PedRIO Conference 2018. The team intend to present these findings in an academic paper and develop a ‘7 Steps’ guide on best practices when interacting with students.

Delivering Impact via Student Research: Sharing Best Practice.

Asiya Khan, Richard Pemberton and Priska Schoenborn (School of Engineering/TL5)

‘Students as researchers’ is considered to be the pedagogy for the 21st century (CUR and INCUR, 2003; Walkington, 2015). This active pedagogy involves students in the research process and builds students’ higher-level cognitive skills, intellectual curiosity, and graduate attributes (Walkington, 2015; Bauer and Bennett, 2003). This project, in line with the Plymouth University’s Teaching, Learning and Student Experience strategy, aimed to improve student development through research informed teaching (Mit) and increase undergraduate research opportunities enabling the students to produce research outputs through staff-student collaboration.

Building on a previous project (Greary et al, 2012) which launched the in house student journal Plymouth Student Scientist, the project aimed to identify University subject areas that promote and support student-led research-based activities/projects whose efforts lead to successful peer-reviewed conference contributions and/or research articles; to identify external HEIs where student projects are converted to peer-reviewed research; to determine and explore pedagogical methods used in these areas; and to share best practice through internal and external dissemination activities. The study utilised a mixed-method approach, including a survey (n=28) and focus group discussions (n=6) conducted with academic staff from Plymouth University as well as other HE institutions.

The main findings indicated that the use of discovery-based learning encouraged undergraduates to act as research assistants, allowing them to engage with real and authentic data collection. It seemed important to engage students in the processes and all stages of research from the outset of their study. This included data collection skills within the modules whilst also providing large data sets that might lead to publishable papers. Findings further indicate that it is important to align student-staff research interests to ensure genuine collaborative research to be developed.

Findings from this project were presented at the Annual PedRIO Conference 2018 and a workshop is planned for the School of Engineering. In addition, an academic paper is currently under review which explores the opportunities to capitalise on undergraduate research.

Research-led curriculum innovation to enhance core employability attributes for Environmental Science graduates.

Dr Charlotte Braungardt, Dr Alison Stokes, Dr Paul Hart and Claire Guy (School of Geography, Earth and Environmental Sciences/TL5/Careers & Employability)

The lack of employability skills among STEM graduates, in particular environmental science, has been highlighted in the Wakeham Review (2016) and was identified as key area for curriculum development by internal reports (e.g. Kneale, 2016). To tackle these issues, SoGEEs financed a 3 year pilot whereby Stage 2 BSc Environmental Science students undertook a short programme of leadership training by an external provider (delivered by Paul Hart through ETI), including leadership practice on a two-day expedition on Dartmoor. Aimed at developing students’ self-awareness and key employability attributes, student self-assessment data were encouraging, particularly for students starting with low expectations.

The aim of this project was to:

1. Evaluate the impact of the leadership training (LT) on graduate skills and employability through analysis of quantitative and qualitative data obtained from student self-evaluation, questionnaires and focus groups.
2. Develop research-led innovation of a coordinated, authentic and credible employability-focused curriculum programme in collaboration with the consultancy Hart & Mind Ltd.
3. Use research evidence to identify good practice that is transferable to other courses.

Key findings from the project included:

• Leadership training has clear positive outcomes for top 10 employability skills and building confidence. The student self-assessment of their competency level of these 10 skills increased significantly and differences between students’ perceived skills level diminished. In addition, students who most needed to enhance their skills gained most from the training.
• Questionnaires revealed that leadership and communication training and personal development is perceived as important and valued highly within the curriculum.
• The project identified training gaps related to transitional career support as well as transformational work with our students. As a result, the involvement of Career and Employability Services at key points of our programmes has been reviewed, and action taken for example with a skills session during stage 1 induction and enduction activities. Furthermore, a resilience training programme has been developed that aims to enhance wellbeing and through this performance of our students. This ‘Path to Success Programme’ has been embedded in the tutorial system for Environmental Sciences students and will be evaluated further.
• The Destinations of Leavers from HE (DLHE) data show a 2.65% improvement, in comparison to the previous two years, for the first cohort that graduated with the Leadership Training Award. Although this increase cannot be attributed solely to the Leadership Training, it is an encouraging sign.

Findings from our project have been shared with the wider community via internal conferences e.g. the annual Vice-Chancellor’s Teaching and Learning Conference 2018 and external conferences (e.g. HEN conference presentation at Geological Society of London Higher Education Network Annual Meeting). We are currently working on a research paper for submission to the Journal of Further and Higher Education.
An investigation into how course representatives contribute to the student experience: espoused theory versus lived experiences.

Dr Jennie Winter, Dr Rebecca Turner, Sarah Davey, Steph Weanes, Ellie Russell and Alex Bots (TLS/UPS/NS/GuiU-E)

In the UK, recent changes in national policy including the introduction of student fees (2004), the National Student Survey (NSS, 2005), and the Teaching Excellence Framework (TEF, 2016) have contributed to the democratisation and marketisation of HE. Within this context, students are increasingly conceptualised as both consumer and partner in education (Stockheimer 2012). These changes have transformed the way that students and universities interrelate, characterised by a redistribution of power, a focus on student voice and new ways of working and learning together. These changes have been supported across the sector by the development of guidelines for student engagement and representation (GAM, 2012; TSEP, 2017) bringing into sharp relief the need for transparent, efficient and inclusive academic representation systems.

At the University of Plymouth, academic representation is a core element of student voice. Representation consists of students representing either their programme of study (Course reps), or Schools (School rep) or for the Student University (Student rep) Education). There are currently around 800 course reps at the university. The Student Union (UPSU) provides guidance on how to recruit and maintain reps, offers introductory training for new course reps and the opportunity to log hours and gain professional recognition for course rep activity. Course reps are encouraged to use School reps and the VP for Education to garner further support.

To date there has been little research into or evaluation of the course rep system, hence this project was funded. The research followed a staged, multi-method approach that includes course rep diaries, interviews with course reps and key academic staff members and a questionnaire to explore the experiences and influence of course reps at the university. Findings to date suggest that academic representation at the UoP is following a new period and that course reps are comfortable with taking issues forward. However there are a number of potential areas for improvement including enhancing the parity and transparency of recruitment processes, the content and timing of training and support and creating horizontal support structures between programme cohorts to strengthen continuity and legacy.

Research findings have been presented by members of the team at the PedRIO Annual Conference 2018 as well as the International Consortium for Educational Development (ICED) Atlanta, USA.

Employability Voices: a resource to promote and support employability to academics.

Dr Sharon Gedye, Jane Collins, Darren Baker, Mark Bevenfield, Anksla Bautz, David Gilevse, Sarah Stevenson and Jean Almond (TLS/TIS/Careers & Employability/School of Humanities and Performing Arts/ School of Geography, Earth and Environmental Sciences/ Futures and Entrepreneurship/Alumni Engagement).

The employability outcomes of students are one of the most important metrics within HE. In 2016 the University undertook a review and consultation on employability, the Employability Jigsaw Project, which led to the establishment of Employability Leads within each school. This project focussed on improving student employability outcomes by enhancing support and resources for academics. Teaching and Learning Support (TLS) had developed an ‘Employability in the Curriculum and Beyond’ website, with resources for academics on how to embed employability into degree programmes. This project aimed to enhance this resource by including the presence of stakeholder voices – employers, alumni and students – via talking head video clips. The work is modelled on the success of the video talking heads in the ‘Inclusive Teaching, Learning and Assessment’ pages, which have attracted national and international attention, and have contributed to our successful NSS in assessment and feedback (the university’s strongest TEF metric).

A series of 54 talking head videos have been produced, from a range of stakeholders to complement and support other work on employability in the curriculum. The videos include students talking about the benefits of a range of employability activities, different student perspectives, alumni, and employers, as well as academics talking about their own employability work within the curriculum. The videos are available on the Employability in the Curriculum and Beyond webpages (see https://www.plymouth.ac.uk/your-university/teaching-and-learning/employability-in-the-curriculum-and-beyond).

See the PedRIO website for more details on other projects continuing or completed during the year:

https://www.plymouth.ac.uk/your-university/teaching-and-learning/ pedrio-and-ed-projects

HEFCE Learning Gain project - Developing a ‘generic’ measure of learning gain to support the teaching of research methods with undergraduate students.

(Prof Debby Cotton, Prof Simon Payne, Dr David Morrison, Ms Polly Jowett and Prof Troy Heffernan)

The HEFCE funded Learning Gain project ran from August 2015 to January 2018. It was part of a wider initiative including 13 collaborative projects to pilot and evaluate a range of approaches for measuring learning gain funded by the Higher Education Funding Council for England (HEFCE).

This project aimed to explore the extent to which research methods can be used as an effective measure of learning gain which can be used to assess this. In particular, we focussed on two main research questions: 1) How do undergraduate attitudes towards, and confidence in, research methods change through their undergraduate study? And 2) What pedagogic approaches are used to develop undergraduates’ knowledge, skills and expertise in research methods?

This project captured data from 967 first year students’ perceptions of knowledge, skills and expertise in research methods which ultimately impact on their perceived learning gains. A core outcome of the project was the development of a Research Skills Evaluation Toolkit (ReSET). A first set of teaching resources has been developed that will promote student/ tutor reflection on current levels of knowledge, skills and experience in research methods, and offer guidance to stimulate future learning, in addition to providing a measure of learning gain.

Findings were presented in 2018 at the Annual Learning Gain Conference in Birmingham, via a workshop on using students’ self-assessment for learning at the PedRIO Annual Conference in April 2018 and disseminated in academic journals (Turner et al. 2018).

Internationalising teaching and learning: conceptions, practices and enhancement.

International Students’ Experiences of Internationalisation.

(PedRIO and ED Projects 2018)

Internationalising teaching and learning: conceptions, practices and enhancement.

(PedRIO and ED Projects 2018)

Other Project Updates

HFCE Learning Gain project - Developing a ‘generic’ measure of learning gain to support the teaching of research methods with undergraduate students.

(Prof Claire Gray, Dr Rebecca Turner, Carole Sutton, Reema Muneer, Julie Swain, Mark Stone and Dr Nadine Schaefer)

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Internationalising teaching and learning: conceptions, practices and enhancement.

(Prof Debby Cotton, Prof Simon Payne, Dr David Morrison, Ms Polly Jowett and Prof Troy Heffernan)

This project was funded by PedRIO in 2015 and explored internationalisation of learning and teaching in HE for home-based students across several disciplines. The outcomes have been disseminated at conferences and used to enhance teaching at the University of Plymouth, but the project has also led to several highly viewed journal papers accepted in 2018. The two papers report on different aspects of the project.

Heffernan et al. (2018) discussed home student understandings of how internationalisation of the curriculum might be achieved. This paper challenges extant views (mainly from Business disciplines) that students need to experience international travel or working with international students in order to engage with internationalisation.

First year students in our survey indicated a general positive attitude towards internationalisation but there were significant differences between disciplines - and business students were highly distinct in their expectations for internationalisation, undermining the generalisations which are often inferred from research in this area.

Cotton et al. (2018) looked at the language used to talk about internationalisation and found that student understandings of the terms, ‘Global Citizenship’ and ‘Cross-Cultural Competency’ were mixed, and frequently differed from the way the terms are used by experts and in the literature. The concept of cross-cultural competency was more likely to invoke a sense of agency amongst students than was global citizenship suggesting that there may be some pedagogic benefits to be gained from using the former term. A further paper is currently in preparation, looking at the impact of micro-changes to the curriculum in enhancing students’ experiences of internationalisation in higher education.

Exploring the undergraduate journey

(Dr Oliver Webb, Prof Debby Cotton)

This work made novel use of quantitative methods to analyse large-scale survey data, collected from undergraduate students at Plymouth over successive years. Findings were shared with international colleagues via a conference (Higher Education Conference, Amsterdam 2016) and attracted media attention (Times Higher Education, October 15 2018), so raising the profile of PedRIO and University of Plymouth. In addition, two peer-reviewed publications have resulted (see below).

The first tranche of work – published in Teaching in Higher Education – focussed on aspects of the educational environment, which were associated with students’ contemplation of withdrawing from university early. Factors such as one-to-one contact with staff, delivery methods, opportunities for peer engagement, and assessment load, showed statistically significant associations with thoughts of drop-out. The magnitude of the associations suggested such factors may be meaningful levers for enhancing retention rates in higher education. Interestingly, whilst perceived as important by students, class sizes and personal tutoring were less strongly associated with the particular phenomenon of drop-out.

The second tranche of work featured a rare longitudinal approach, whereby undergraduates’ perceptions of the educational environment were studied between the first and second years of study, to identify any significant changes. Encouragingly, general appraisals of the learning experience remained largely favourable across years. There was, however, meaningful deterioration in some areas (i.e. access to teaching staff, feedback quality), as well as a persisting threat of drop-out. This research provides higher education practitioners with insights regarding where to focus enhancement activities.


Sustainability in Higher Education Conference (11th January 2018)

National and international sustainability education leaders gathered at Plymouth for the third in a series of conferences that PedRIO launched in 2015. This Sustainability in Higher Education Conference saw over 50 presenters and 114 delegates from 29 institutions including colleagues from Germany, USA, and Canada. Dr Paul Warwick, the Centre for Sustainable Futures lead commented: “The fact that PedRIO has been able to host this successful event is a testimony to the strength of the University’s reputation in Sustainability Education and to the ever growing community of pioneering teaching staff here.”

The conference capitalised on the UN’s recently launched Sustainable Development Goals (SDGs) and celebrated achievements in sustainability related to curriculum development, CPD and pedagogic research. Keynotes were delivered by Ann Finlayson (Executive Chair and founder of Sustainability and Environmental Education/SEED) and Harold Glasser, (Professor of Environment and Sustainability at Western Michigan University/USA).

Findings from our post-conference evaluation indicate it was instrumental in developing professional networks (86.67%), learning new knowledge (89.29%) and being able to make use of this knowledge to change existing academic practice (80%). Quotes like the following are representative of the ways in which delegates described their conference experience:

“What’s been most useful for me has been learning about best practice, it’s learning about what people are doing that I’m not doing that I could apply to my own college.”

“The thing that always is important for me is it’s just an opportunity to have a conversation with a vast array of different people, it’s rare that you’ll get in a room the disciplines and the range of people, from students to pro vice-chancellors, it’s just that diversity, and that makes for rich conversations.”

Participants at the conference creatively and collaboratively explored the following themes:

- **Pedagogy for compassionate change**
  
  Teaching and learning processes that enable students to develop competencies as change leaders in the pursuit of more hopeful and sustainable futures, and act collaboratively in ways that make a positive contribution to achieving the UN SDGs.

- **Innovative learning spaces for sustainability education**
  
  The physical and social environments that enable active, experiential and interdisciplinary forms of sustainability education to flourish. In particular focusing on ‘living lab’ and service learning approaches.

- **Moving towards the sustainable university**
  
  Effective approaches for ensuring that sustainability is at the heart of institutional change, organisational learning, and staff CPD. Focusing on staff and students working as partners in co-creating the sustainable university.

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Celebrating and Developing Community Engagement (22nd January 2018)

This multi-institute event took place within the DVC Research Festival and became the best attended event of the week. It attracted academics, students and a wide range of stakeholders from the community and provided opportunities to promote and explore current community engagement projects. Held at Devonport Guildhall, it allowed University staff, students and community partners to come together to celebrate research that has made/is making a difference in the community. In addition the day offered multiple opportunities to network and explore future partnership opportunities for community engagement.

The keynote was presented by Paul Manners, Director of the National Coordinating Centre for Public Engagement titled ‘University public engagement: what’s the story?’ Paul explored the complexity of developing partnerships between University based staff and the wide range of community stakeholders addressing issues such as negotiating community representation, sustained engagement, negotiating responsibilities and expectations from both sides. Paul commented that he felt inspired by the diverse community engagement projects he learned about on the day and has become a valued friend of the PedRIO community.

Issues discussed during the day were picked up by a well-received roundtable discussion ‘How can University researchers best engage with the community?’ in which key opportunities and challenges of community engagement were discussed with the audience. The day was testimony to the diverse and vibrant partnerships the University is already engaged in and the multiple opportunities to grow this area. 

Participants at the conference creatively and collaboratively explored the following themes:

- **Pedagogy for compassionate change**
  
  Teaching and learning processes that enable students to develop competencies as change leaders in the pursuit of more hopeful and sustainable futures, and act collaboratively in ways that make a positive contribution to achieving the UN SDGs.

- **Innovative learning spaces for sustainability education**
  
  The physical and social environments that enable active, experiential and interdisciplinary forms of sustainability education to flourish. In particular focusing on ‘living lab’ and service learning approaches.

- **Moving towards the sustainable university**
  
  Effective approaches for ensuring that sustainability is at the heart of institutional change, organisational learning, and staff CPD. Focusing on staff and students working as partners in co-creating the sustainable university.

  Findings from our post-conference evaluation indicate it was instrumental in developing professional networks (86.67%), learning new knowledge (89.29%) and being able to make use of this knowledge to change existing academic practice (80%). Quotes like the following are representative of the ways in which delegates described their conference experience:

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  “The thing that always is important for me is it’s just an opportunity to have a conversation with a vast array of different people, it’s rare that you’ll get in a room the disciplines and the range of people, from students to pro vice-chancellors, it’s just that diversity, and that makes for rich conversations.”
This conference disseminated best practice and allowed for knowledge exchange on six key themes, relevant to teaching and learning provision within the university sector:

- Enhancing the student experience
- Gaming and Simulation
- Public Engagement and Pedagogic Research
- The Sustainable student
- Students are core: compassion, politics and support in the Academy
- Interdisciplinary learning

Jane McNeil, Director of Academic Development at Nottingham Trent University opened the conference with her keynote entitled ‘We’re gonna need a bigger boat: achieving widespread educational change’. She provided some thought provoking insights into the aspirations, implementation and emerging outcomes of the SCALE-UP project, an institution-wide pedagogical approach taken by her University. SCALE-UP (Student-Centred Active Learning Environment with Upside-down Pedagogies, developed by B. Beichner/USA) facilitates active, student-driven, collaborative learning in large classes. Jane provided insights into institutional led pedagogical approaches.

Paul Manners, Director of NCCPE (National Co-ordinating Centre for Public Engagement), delivered the afternoon keynote entitled ‘Public engagement, pedagogy and impact: joining the dots and realising common purpose’. Paul highlighted that teaching and research often run parallel tracks within HE institutions and were treated as distinct rather than interlinked activities. It risks to enhance an artificial distinction between theory and practice, research and application, creating barriers to collaboration between businesses and universities. Although there are pockets of real engagement expertise within universities they tend to operate in silos. This, Paul highlighted, created opportunities and a demand for educational developers/researchers to draw more intelligently on the expertise of the education community in HE. This was particularly relevant in the context of ‘impact literacy’ in HE which is crucial for community engagement initiatives.

Findings from our post-conference evaluation survey indicate that attendees felt they gained new knowledge about the conference themes (98%), in particular with regard to enhancing students’ learning experiences (96%). The conference was seen as an opportunity to engage in the community of pedagogic researchers and to link with colleagues within and beyond the University of Plymouth as the following quote from a conference attendee illustrates:

“The format of the conference, the topics, being presented with other people who are similarly engaged in pedagogic research, in particular today I found the first keynote quite inspiring and a good start to the day, and just generally being part of this community of practice.”

Conference details are available online.

What is Institutional and Subject Excellence? Conference (29th November 2018)

An increasing focus on Institutional Excellence in Higher Education has led to a proliferation of ‘excellence’ agendas (REF, TEF and, most recently, KEF). Pedagogic research crosses the boundaries between research and teaching and has strong implications for the knowledge exchange agenda and thus is perfectly situated to support (and critique) the excellence agendas. In this context, the Pedagogic Research Institute and Observatory (PedRIO) was delighted to announce the conference entitled ‘What is Institutional and Subject Excellence?’

Bringing together leading academics from across the UK, we had presentations, workshops and posters themed around the following areas:

- demonstrating institutional and subject excellence
- impact and evaluation – linking teaching and research
- institutional excellence and policy developments
- public engagement and pedagogic research for impact
- widening participation and institutional excellence

The keynote address was given by Louis Coiffait, the Associate Editor of Wonkhe, and was entitled ‘High seas: the shipping forecast for UK HE policy’. Louis focused on the need to engage critically with the ways in which the TEF and REF use particular data sets and called for a much more contextualised engagement with the increasingly common metrics such as LEO, UCAS, recruitment data and so on. Picking out some regional examples Louis demonstrated that contextualisation of data sets is crucial if we want to draw valid and reliable conclusions from metrics. Louis concluded with a critical reflection on where the UK Higher Education sector is heading, distinguishing between what he called ‘small gusts’ versus ‘big prevailing winds’. The latter included, for example, an increased importance of the Office for National Statistics on HE accounting rules, the establishment of the Office for Students as a new market regulator, and a growing focus on metrics displaying a data fundamentalism.

Findings from our post-conference survey demonstrate that the theme of institutional and subject excellence was of great interest to our staff and students. Nearly all survey respondents (99%) highlighted that they were hoping to learn something new about the topic. Respondents felt strongly (93%) that the conference would allow them to develop their professional networks, and were confident (92%) that it will benefit their students learning experience.

Conference details available online.
Social Media Round Table – hosted by Professor James Daybell and Professor Debby Cotton

PedRIO and the Arts Institute hosted a joint event on 15th October, 2018 focusing on the use of social media for enhancing research and impact. This event provided an opportunity for staff from across the university to come together to discuss their experiences with, or interest in, using social media to promote research outputs and develop networks. The content of the session was flexible and responsive to participants’ specific interests. The wide-ranging discussions included:

- Building a following on social media;
- Developing an identity or brand;
- Engaging in debate respectfully;
- Generating content and sharing across different platforms; and
- Measuring engagement and impact of social media.

We also talked a little about issues to be aware of when using social media, including reputational risks and data protection, in the context of GDPR legislation. Participants had a range of social media experience – some with large numbers of followers on Twitter or Instagram, and others who were just starting to ‘dip a toe’ into the social media waters. The session was well attended and received, and further joint events are planned with the Arts Institute in 2019.

And into 2019...

The Annual PedRIO Conference will be held on Friday 12th April 2019. Please visit the PedRIO webpages for news of other upcoming and planned events for 2019:

https://www.plymouth.ac.uk/your-university/teaching-and-learning/our-events

PedRIO Steering Group

The PedRIO Steering Group discussed progress towards PedRIO targets, reviewed key achievements during the year and planned events for 2018 and beyond. Thanks to all members who also helped with project and conference reviews.

Particular thanks go to members who have stepped down or left the University in 2018: Pauline Kneale, Julie Anderson, Julian Archer, Ruth Endacott, Suanne Gibson, Paul Hewson, Garry Hornby, Linda La Velle, Paul Murray, Suzanne Nunn and Lynne Wyness.

PedRIO Steering Group Members (2018)

**Debby Cotton** (Chair)
Head of Teaching and Learning, Professor of Higher Education Pedagogy (Teaching and Learning Support)

**Verity Campbell-Barr**
Associate Professor (Senior Lecturer), Plymouth Institute of Education (Faculty of Arts and Humanities)

**Arunangsu Chatterjee**
Associate Professor of Digital Health & Education (Faculty of Medicine and Dentistry) and Theme Group Lead: Gaming and Simulation

**Andrew Fox**
Lecturer in Civil Engineering (Education), School of Engineering (Faculty of Science and Engineering)

**Tom Gale**
Clinical Associate Professor in Clinical Skills, (Faculty of Medicine and Dentistry) and Theme Group Lead: CAMERA

**Beth Gompertz**
Director Plymouth Institute of Education (Faculty of Arts and Humanities)

**Karen Gresty**
Associate Dean (Teaching and Learning), Faculty of Science and Engineering

**Rong Huang**
Associate Professor (Senior Lecturer) in Tourism Marketing, Plymouth Business School (Faculty of Business)

**Sue Langford**
PhD student representative, Plymouth Institute of Education (Faculty of Arts and Humanities)

**Samantha Regan De Bere**
Lecturer in Medical Humanities, Peninsula Medical School (Faculty of Medicine and Dentistry)

**Ulrike Richards**
Development and Partnership Manager, Research and Innovation

**Jerry Roberts**
Deputy Vice-Chancellor - Research and Enterprise

**Nadine Schaefer**
Educational Developer (Teaching and Learning Support)

**Paul Warwick**
Associate Professor (Teaching and Learning Support) and Theme Group Lead: Centre for Sustainable Futures

**Neil Witt**
Head of Academic Support, Technology and Innovation, Theme Group Lead: Digital Innovation Group.

Braungardt, C., Stokes, A., Childs, S., Guy, C. and Warwick, P. An Evaluation of a research-led curriculum innovation to enhance core employability attributes for Environmental Science Graduates. Vice Chancellor’s Teaching and Learning Conference, University of Plymouth, 14 June.

Bryce, M. On behalf of the UMBRELLA collaboration. Implementing regulatory reform: the challenges and opportunities of medical revalidation: BJM Events/Faculty of Medical Leadership and Management Leaders in Healthcare Annual Conference, Birmingham, UK, 15-16 November.

Bryce, M. On behalf of the UMBRELLA collaboration. The development of medical revalidation in the UK: learning from a national evaluation: International Association of Medical Regulatory Authorities (IAMRA) biennial conference, Dubai, United Arab Emirates, 6-9 October.


Campbell Barr, V., Georgeson, J. and Xu, Y. Symposium: Competing or Complementing Discourses of Child-Centred Practice British Education Research Association research annual conference, Northumbria University, Newcastle, UK, 11-13 September.


Cotton, D. and Turner, R. Invited Keynote: Enhancing transition and attainment in higher education through an immersive induction module: Invited speaker Bristol Educational Excellence Seminar Series, BILT, University of Bristol, UK.


Cotton, D. and Winter, J. Teaching about controversial sustainability issues in Chinese Universities. 4th World Symposium on Sustainable Development at Universities (WSSD-U 2018), Penang, Malaysia, 28-30 August.


Edwards, J., Beltch, A. and Gray, C. “Disease of the returning traveller” – a flipped classroom approach to tropical medicine teaching within a UK undergraduate medicine curriculum. Microbiology Society Annual Conference, Birmingham, UK.


Georgeson, J. Researching the bums of development. How do practitioners identify and nurture these moments of change? Reconceptualising Early childhood education conference University of Aarhus, Copenhagen, Denmark, 14-18 October.


Georgeson, J. and Fass, R. Building Learning Partnerships between Schools and Universities – an example from South West England (In Symposium: Evidence-Based Knowledge for Teachers). European Education Research Association annual conference University of Bolzano, Italy, 4-7 September.


Gilbert, K. and Neve, H. How hybrid PBL can support students to manage cognitive load: findings from an audio-diary study. AMEE, Basel, Switzerland, 28 August.

Gray, C., Finneran, T., Osborne, A. and Toms, N. Supporting Struggling Students: An Effective Remediation Intervention that Enhances Medical Knowledge Test Performance. OTTAWA, Abu Dhabi, UAE.


Gray, C. and Schaefer, N. “Making the case for Learning Gain on the ground”, 3rd National Learning Gain Conference, Birmingham, 6-7 February.


Grisy, C. and Hargreaves, L. Education and small schools in Europe: axes of change and strategies of hope. Didacta, Florence, Italy.


Grisy, C. The School bus as agentic assemblage. Royal Geographical Society Conference, Cardiff, August.

Hanks, S. and Neve, H. Moving from competence to capability: preparing learners for an unpredictable future. University of Plymouth, Faculty of Medicine and Dentistry Education Conference, 6 July.


Kneale, P.E. Keynote: Achieving a Transformative Student-Centred Experience. FSTA Annual Teaching and Learning Conference, Sheffield Hallam University.

Kneale, P.E. Active learning – integrating research and practice, Centre for Innovation in Higher Education Angela Ruskin University.

Kneale, P.E. Creating a culture for developing scholarship, pedagogic research and publication, HASS Faculty, University of Newcastle.

Kneale, P.E. Creating an international curriculum – gaps and opportunities. FSTA Annual Teaching and Learning Conference, Sheffield Hallam University.


Kneale, P.E. Keynote: Transition and Integration: reflecting on the reality for students at the University of Plymouth. Vice Chancellor’s Teaching and Learning Conference, University of Plymouth, 14 June.

Kneale, P.E. and Winter, J. Leading change through pedagogic research: the place of individuals, subjects, communities and … Association of National Teaching Fellows Annual Conference, Manchester, UK.

Lambe, P., Gale, T., Roberts, M. and Bristow, D. Will contextualised admissions to UK medical schools widen participation among students from lower socioeconomic backgrounds? Evidence from the UK Medical Education Database. OTTAWA Conference, Abu Dhabi, UAE.

Lambe, P., Gale, T. and Roberts, M. Factors associated with junior doctors’ decisions to apply for core training in General Practice, Psychiatry and Anaesthesia General Medical Council and UKMED Board meeting, London, UK.

La Velle, L. and Georgeson, J. Mobile and Geographical Information Technologies for Phenological Investigation across European schools: innovation and learning. European Education Research Association annual conference, University of Bolzano, Italy, 4-7 September.

Leyland, R., Neve, H. and Maynard, P. Supporting students to become shared decision makers through reflection. SW SAPC Meeting Building primary care for the future – research, education and practice, 14 March.


Mc Dermott, A., Purnell, E., Sellick, J. and Sutton, C. Digital Capabilities and Beyond ..., Workshop delivered at 18th Vice Chancellor’s Teaching and Learning Conference, University of Plymouth, 14 June.

Mc Dermott, A., Purnell, E., Sellick, J. and Sutton, C. Get Started, Keep Going - Developing Student Digital Capabilities. ignite presentation at PebblePad Minibash Conference, 26 June.


Mc Dermott, A., Purnell, E., Sellick, J. and Sutton, C. Students are already digitally capable when they arrive at University – True or False?, Paper at Association for Learning Technology Annual Conference, 11 - 15 September.

Mc Mahon, P. Threshold Concepts -Still a new concept, often missed. The threshold concepts, trouble knowledge, and their relevance for GP training. Plymouth Trainees Group 3rd Annual Symposium, Plymouth, 2 May.


Osborn, J., Kreale, P.E., Turner, R. and Bacon, A. Exploring the Student Charter with Psychological Contracts, Vice Chancellor’s Teaching and Learning Conference, University of Plymouth, 14 June.

Rae, P. (with collaboration with Umbrella) Brief introduction to a revalidation and appraisal survey. Shaping Cultures: How should we train and sustain professionals to deliver 21st Century Healthcare? University of Plymouth, Plymouth, UK, 25 January.

Read, J. and Price, T. Remediation in the UK, DEMEC workshop, Manchester.

Read, J. Workshop on developing careers in the UK medical education. Academy of Medical Educators Conference, Sheffield, UK.

Read, J. Soapbox stand on developing professional standards for medical educators. AMEE Basel, Switzerland.

Robinson, J. and Zaha, D. How fair is my marking? Translating Research into the Curriculum half-day event, Plymouth, UK, 5 June.

Smith, W. and Neve, H. Understanding the needs of marginalised populations through community engagement pathways. Social Accountability in Medical Education Think Tank, Imperial College, London, 3 August.


Stevens, S., Chatterjee, A., Archer, J., Scott, J. and Basov, N. Exploring the association between social relationships and trust on assessor selection for colleague feedback assessments within UK medicine. XXXVIII Sunbelt Conference. Utrecht, The Netherlands.


Stevens, S. Exploring the influence of friendship and trust on assessor selection decisions for multisource feedback assessments of UK doctors. Centre for Business Network Analysis Monthly Seminar Series.

Sterling, S. Embedding sustainability in the curriculum, (lecture/workshop) EduFest, University of Bath, 7 June.

Sterling, S. Keynote: Awareness, Alignment, and Affect - the sustainability education why, what, how. LIFT LAB. Educational Experiments in Sustainability, University of Gloucestershire, Cheltenham, 14 June.


Truscott, J. and Gresty, K. Encouraging STEM undergraduate students to make the leap into publishing research: The Plymouth Student Scientist e-journal. Plymouth University Vice-Chancellor’s Teaching & Learning Conference, Poster Presentation, 14 June.


Warwick, P. and Cooper, T. Creating a living lab for sustainability. EAUC Annual Conference Keele University, June.


Warwick, P. and Morgan, A. Students as sustainability changemakers. Third Sustainability in Higher Education Conference, PedRIO. University of Plymouth, 11 January.


Winter, J. and Cotton, D. How can universities promote students’ energy literacy? 9th World Symposium on Sustainable Development at Universities (WSSD-U-2018), Penang, Malaysia, 28-30 August.


Wood, C. A realist evaluation of appraisal of doctors. ResFest, University of Plymouth.


Appendix 3 – PedRIO member awards, activities, and achievements

Anne Bentley: In partnership with Student Wellbeing Services, the School of Psychology and the Doctoral College, successfully awarded an Office for Students (OfS) Catalyst bid to develop a set of wellbeing training materials for postgraduate doctoral students to deliver to peers. Award of £130,798.


CAMERA: The CAMERA group has collaborated with: University of Oxford, University of Aberdeen, National Clinical Assessment Services (NCAS), Healthwatch, Frontline Veterans Support, Academy of Medical Royal Colleges, Care Opinion and Heads Count.

Debby Cotton: Panel member for Teaching Excellence Framework (TEF) Subject-level pilot (Education and Health). Consultant for Teacher Education MOOC funded by Ministry of Education, China; Member of the SAGE Pedagogy Advisory Board, UK; Educational Consultant for Eurasia University, Xian, China; Steering group member, Learning Enhancement and Development Educational Research Centre, City University, London; Member of the Editorial Board of Environmental Education Research and member of the Editorial Board of Sustainability.

Harriet Diasmore: Worked as a facilitator for the Professional Development Programme, Society for Research into Higher Education. Also coordinated internally and disseminated the work of the HERCE Catalyst Project entitled: Learning for the future: a toolkit for supporting interdisciplinary learning. Delivered a day-long workshop on interdisciplinary learning for the SRHE on 17th April.

Guy Roberts-Holmes (UCL, Institute of Education), Jan Georgeosn (University of Plymouth) and Dr. Verty Campbell-Bair (University of Plymouth). BEBA research commission: Competing Discourses of Early Childhood Education and Care (ECEC): Tensions, Impacts and Democratic Alternatives across the UK’s four jurisdictions. Award of £12,000.

Jan Georgeosn: Workshop lead: Writing and publishing in Early Years. BEBA BAICE Writing for publication 2 March. Workshop lead: Writing for the REI; Bath Spa University 9 July. Invited keynote: Developing as a Researcher - Norland College Research Conference: 20 June.

Karen Gresty: Supported six students from the Faculty of Science and Engineering to present their work at the British Conference of Undergraduate Research (BCUR) at Sheffield University in April 2018. Karen Gresty collaborated with Luciana Dalla Valle, Julian Sander, John Eales and Yinghui Wei on a research article and poster presentation. Also worked with Jason Truscott regarding the 10 year anniversary of the Plymouth Student Scientist undergraduate e-journal, including a poster presentation.

Pauline Keane: Appointed Council Member and Trustee for Society for Research in Higher Education (SRHE). Also a Visiting Professor at Anglia Ruskin and Edge Hill Universities.


Hilary Neive: Has been working with Sarah Meek (Glasgow Medical School) researching threshold concepts in Problem Based Learning. Also working with Ellis, Hotheshall and Vinea Rodriguez (Dundee Medical School) researching threshold concepts in Public Health. Hilary is also a member of the Scientific Review Committee, 8th International Clinical Skills Conference. Co-Lead International Threshold Concepts in Health Special Interest Group CATCH. Also a member of Faculty of Medical Leadership and Management MISC/HEE Tomorrow’s Leaders, Today undergraduate working group: curriculum development workstream.

Priska Schoenborn: Is an accreditor for AdvanceHE, working with fellow accreditors and AdvanceHE on direct application and accreditation panels, reviewing and providing feedback to applicants and to HEIs.

Andreas Walmsley, Christopher Moon and Nikolaos Apostolopoulos: Received Enterprise Educators UK Award of £6,181.97. Title: The UN SDGs and Enterprise and Entrepreneurship Education – Innovation, potential and progress.

Paul Warwick: Worked with EAUC, as co-convenor of the Living Lab Community of Practice, webinar presenter, and as Green Gown judge under staff and student research categories. Led a Sustainability Education Colloquium – held at Schumacher College, Devon January 2018 attended by 20 international and national educational leads in Sustainability. Established with Prof Bob Brown, academic colleagues, students and third sector partners the Urban Dialogue initiative for community engaged learning/service learning and experiential education co-ordination in the local area. Worked with Alun Morgan, the South Devon Bioregional centre and other 30 regional educational providers to explore the potential for establishing the South Devon UN Regional Centre of Expertise in Sustainability Education.

Oliver Webb and Patrick McMahon: Awarded £5,000 by UK Council for International Student Affairs. Title: Examining the efficacy of a buddy programme for international students' integration, language ability and academic performance.

Graham R Williamson, Adele Kane, Danny Clarke, Hayley Plowright (Clinical Practice Educator at Royal Cornwall Hospitals NHS Trust) and Jane Bunce (Health Education England Fellow and Quality Manager): Collaborative Learning in Practice (CLiP) systematic review. Health Education England (SW). Award of £5,000.

Graham R Williamson, Adele Kane and Jane Bunce (Health Education England Fellow and Quality Manager): Implementing Collaborative Learning in Practice (CLiP) in nursing homes. Health Education England (SW). Award of £10,000.