

**Queen Mary Academy - Impact Report 20221/22**  
**Combined appendices**

## Appendix 1: Education Workshops and Courses

Provision	Participants
Assessment and feedback for GTAs (bespoke for Wolfson Institute)	7
Assessment design and flipped classroom (bespoke for Wolfson Institute)	14
Becoming an External Examiner	42
Bold and Challenging Conversations with Taught Students	7
Co-chairing and co-creating in Staff Student Liaison Committees	34
Conducting Interviews (bespoke FMD)	7
Effective Advising	120
Embedding Sustainability in the Curriculum	10
External Examiners at Queen Mary	26
Facilitating Focus Groups (bespoke FMD)	6
Feedback (bespoke for SEMS)	33
Feedback for GTAs (bespoke for SBBS)	11
Feedback part 1 (bespoke for SBBS)	36
Feedback part 2 (bespoke for SBBS)	11
Interactivity in asynchronous teaching and learning	4
Introduction to Assessment Design	1
Introduction to Action Research (FMD spoke)	5
Introduction to Curriculum Design	8
Learner Engagement Analytics	116
Mixed Mode Education	811
Peer Led Team Learning student workshops	30
Senior Tutor Training	25
SOLT and Research Impact (bespoke FMD)	9
Supporting educators delivering Degree Apprenticeships	10
Teach Your First Session (bespoke Maths 1)	26
Teach Your First Session (bespoke Maths 2)	21
Teach Your First Session (HSS)	17
Teach Your First Session (MD)	13
Teach Your First Session (Open)	29
Teach Your First Session (SE)	41
Teach your first session taster (bespoke for Student Ambassadors)	15
<b>Total</b>	<b>1545</b>

## Appendix 2: Presentations

### **AdvanceHE Teaching and Learning conference, 5-7 July 2022**

Cabral, A., Pettigrew, A., De Wilde, J., and Addo, M. SEED award – a step towards recognition of students' contribution to co-creation.

Cabral, A., Pettigrew, A., and De Wilde, J. Co-creating training on co-chairing and co-creation in Staff-Student Liaison Committees.

Thibodeau, D., De Wilde, J. Mixed-mode education and evolving flexible provision mid and post pandemic

### **AdvanceHE Employability Symposium, 26 April 2022**

Fuller, S. and Thiagarajan, R. Updating Graduate Attributes at Queen Mary: A Co-Created Approach.

### **AdvanceHE Assessment and Feedback Symposium, 4-5 November 2021**

Popoola, O., Ranauta, A., Gautam, P., and Mohankumar, S. Student reflection on peer feedback.

### **Centre for Online and Distance Education Experiences in Digital Learning webinar, 9 June 2022**

Ish-Horowicz, S. The hybrid experience for the practitioner. Available online  
<https://www.london.ac.uk/centre-online-distance-education/events/past-events/hybrid-experience-practitioner>

### **Change Agent Network Conference - Sustaining Partnerships in Transformative Times, 11-13 May 2022**

Cabral, A., Pettigrew, A., De Wilde, J., Addo, M., Younie, L., Davies, W. and Chianello, G. Recognition of students' contribution to co-creation: SEED award at QMUL. Case study available online: <https://reflect.ucl.ac.uk/canconference2022/2022/05/10/can-case-study-r...ed-award-at-qmul/>

Cabral, A., Pettigrew, A., De Wilde, J., and Melsen, M. Co-creating sustainable partnerships in staff-student liaison committees. Case study available online:  
<https://reflect.ucl.ac.uk/canconference2022/2022/05/10/can-case-study-c...committees-sscls/>

### **European Conference on Academic Integrity and Plagiarism, 4-6 May 2022**

Popoola, O. Writing in plain sight: profiling employees of a UK-based essay mill on LinkedIn.

### **International Forum for Peer Learning and Peer Support, 16th June 2022**

Alam, M. Rozek, W., Greenway, K., Kulanda, R., Howell, L., Cabral, A., Hathaway, G., Pettigrew, A., De Wilde, J. and Addo, M. Contribution and recognition of the role of peer leaders in promoting student engagement (SEED award). Available on YouTube:  
[https://www.youtube.com/watch?v=Ok8tgc\\_LW60](https://www.youtube.com/watch?v=Ok8tgc_LW60)

### **OnlineEd 2022, 19 May 2022**

Ish-Horowicz, S., Thibodeau, D. Mixed-Mode Education (MME) - Opening Synchronous Learning - Where Next?

### **Queen Mary Festival of Education, 8-11 March 2022**

Cabral, A. Student Enhanced Engagement and Development Award.

Cabral, A. & Fuller, S. Engaging in asynchronous professional learning: our experience in PGCAP.

Cabral, A. Are our Staff-student Liaison Committees opportunities for co-creation?

Fuller, S., Edkins, T., Clinch, M., Thiagarajan, R., Shariff, S. How can graduate attributes prepare students for today and tomorrow's workplace?

Romero-Gonzalez, M., Fuller, S., Solanki, J., Kharma, K. Launch of Queen Mary Assessment and Feedback Toolkits.

**Research in Distance Education and e-Learning (RIDE) conference 15-17 June 2022**

Ish-Horowicz, S., Thibodeau, D. Mixed-mode education and evolving flexible provision mid and post pandemic

**Researcher Education and Development Scholarship conference, 14 October 2021**

Jasim, S., Salam, S., Lewis, M., Pires Martins, R. Beyond the Protected Characteristics: Insights from Public Stories of 'The Lost Voices' UK National Campaign. Available online [https://conferences.leeds.ac.uk/reds/wp-content/uploads/sites/65/2022/10/The\\_Lost\\_Voices\\_Paper\\_REDS\\_2021-web.pdf](https://conferences.leeds.ac.uk/reds/wp-content/uploads/sites/65/2022/10/The_Lost_Voices_Paper_REDS_2021-web.pdf)

**Society for Research into Higher Education, 6 December 2022**

Thibodeau, D., De Wilde, J., Kotulska, S. Where is the Learner in Your Analytics?

**UK-China Transnational Education (TNE) Conference 2022, 29 June 2022**

Fuller, S. Updating Graduate Attributes at Queen Mary: A Co-Created Approach. Beijing University of Posts and Telecommunications and Queen Mary University of London

**UK Council for Graduate Education Annual Conference, 1 July 2022**

Panayidou, F., Priest, B. Supervisors and PGR Mental Health: Practising Support Skills through Role-Play

**Uniwise Campfire Session, 2 March 2022**

Ish-Horowicz, S. Proctoring: Panacea or Problem? Available online <https://www.uniwise.co.uk/blog/online-proctoring-campfire-session>

**Vitae member event 27 May 2022**

Price, A. 'Ten is Zen: Counting 10 days of Continuing Professional Development (CPD)'

## Appendix 3: Publications

Agruel, C. L., Chiu, C., Gallagher-Brett, A., Lechner, C., Marcos, T., Moors, M., Morales, L. I. D., Morgan, R., Purrington, L., Rebolledo, G., Riel, M., & Tang, K. (2022). Supporting the Teaching of Action Research (STAR): A Story of Shared Purpose and the Power of Collaborative Community Action Research. Social Publishers Foundation

Cabral, A. and Fuller, S. (2022). Going Asynchronous: exploring impact on cohort and sense of community in a PGCert Academic Practice. JISC Digital Culture Blog.  
<https://digitalculture.jiscinvolve.org/wp/2022/07/20/going-asynchronous-exploring-impact-on-cohort-and-sense-of-community-in-a-pgcert-academic-practice/>

Cabral, A., Pettigrew, A., De Wilde, J., Addo, M., Younie, L., Davies, W. and Chianello, G. (2022) Recognition of students' contribution to co-creation: SEED award at QMUL. Change Agent Network (CAN) Conference - Sustaining Partnerships in Transformative Times (11-13 May 2022). Case study online: <https://reflect.ucl.ac.uk/canconference2022/2022/05/10/can-case-study-r...ed-award-at-qmul/>

Cabral, A., Pettigrew, A., De Wilde, J., and Melsen, M. (2022) Co-creating sustainable partnerships in staff-student liaison committees. Change Agent Network (CAN) Conference - Sustaining Partnerships in Transformative Times (11-13 May 2022). Case study available online:  
<https://reflect.ucl.ac.uk/canconference2022/2022/05/10/can-case-study-c...committees-sslc/>

Fuller, S. (2022). Building communities of practice in distance learning courses for higher education teacher development. *Compass: Journal of Learning and Teaching*. 15.1: n.pag.

Lambirth, A., Cabral, A., McDonald, R., Philpott, C., Brett, A. and Magaji, A. (2021) Teacher-led professional development through a model of action research, collaboration, and facilitation. *Professional Development in Education*, 47(5), 815-833. DOI: 10.1080/19415257.2019.1685565

Magaji, A., Cabral, A., Lambirth, A., McDonald, R., Brett, A., & Philpott, C. (2021) Sectors together for professional development: a university team in an action research collaboration with schoolteachers and senior leaders. *Compass: Journal of Learning and Teaching*, 14(2). DOI:  
<https://doi.org/10.21100/compass.v14i2.1186>

Popoola, O. (Forthcoming). Decision support for marker detection of contract cheating: an investigative corpus linguistic approach. In *Academic Integrity: Broadening Practice, Technologies and the Role of Students – Proceedings from the European Conference on Academic Integrity and Plagiarism*. Springer Nature Switzerland

Singh Gill, S., Naeem, U., Fuller, S., Chen, Y., Uhlig, S. (2022). How Covid-19 Changed Computer Science Education. *IT Now* 64 (2): 60-1. <http://dx.doi.org/10.1093/itnow/bwac062>

## Appendix 4: Researcher Development Workshops and Courses

Provision	Audience	Bookings
3MT finalist training	PGR	7
Condensing your research into 3 minutes: 3MT Information Session	PGR	55
Condensing your research into 3 minutes: 3MT Practicum	PGR	35
Making a Poster Presentation	All Researchers	92
Making the Most of Your First Academic Conference	PGR	58
Presenting Your Research to an Audience (Practicum)	PGR	18
Presenting Your Research to an Audience (Workshop)	PGR	111
Stagecraft and Voice for Research Presentations	All Researchers	26
Getting Started with your PhD	PGR	143
How to use the Skills Points System	PGR	118
Preparing for Your Viva	PGR	48
Working With Your Supervisor	PGR	104
Writing Your Thesis	PGR	140
Finding Research Funding, including small grants and travel funds	All Researchers	111
Planning and Writing Research Proposals (for HSS Researchers)	All Researchers	17
Planning and Writing Research Proposals (for SMD and S&E Researchers)	Postdocs	22
Postgraduate Funding - Considering the Alternatives	PGR	50
Assertive Communication Skills for Researchers	All Researchers	32
Managing your time and workload effectively in a research environment	All Researchers	118
Mindmapping for Researchers	All Researchers	88
Negotiation Skills for Researchers	All Researchers	15
Project Management for Researchers	All Researchers	78
Academic Peer Review	All Researchers	50
Are YOU Fellowship-ready? (2-part course)	Postdocs	18
Leadership in Action	Postdocs	13
Networking and Profile Building	Postdocs	7
Planning for an academic career	All Researchers	76
So you want to do a postdoc?	PGR	56
UNIQUE Women's Development Programme for Researchers	All Researchers	42
Behind the mystique: what academic writing is, and how to get better at it	PGR	141
Crafting Your Literature Review	PGR	158
Creative Thinking for Researchers	All Researchers	45
Critical Thinking	PGR	78
LaTeX for Writing your Thesis	PGR	94
LaTeX Tutorial for Absolute Beginners	All Researchers	87
Let's Write! Online Writing Retreat (full day)	All Researchers	124
Let's Write! Online Writing Retreat (half day)	All Researchers	320
Reading Strategically and Analytically	PGR	105
Speed-reading for Researchers	All Researchers	154
Story-telling skills for engaging an audience with your research	All Researchers	78
The Psychology of Writing: The Eight Tensions Writing Framework for Doctoral students	PGR	79

The Scientific Method for Writing Scientific Abstracts: how to use the TooWrite Platform	All Researchers	55
Data Wrangling & Visualisation using Tidyverse in R	All Researchers	87
Introduction to Statistics and R / Introduction to Statistical Methods using R	All Researchers	171
R for complete beginners	All Researchers	128
What the stats?! Discovering statistics using SPSS	All Researchers	28
Building confidence as a researcher through embodied practices	All Researchers	46
Researcher Wellbeing: Navigating Change and Uncertainty	All Researchers	24
Researcher Wellbeing: Practical techniques for managing stress as a Researcher	All Researchers	50
Researcher Wellbeing: Stress, Resilience and Strengths	All Researchers	62
Supporting the mental health and wellbeing of your researchers	Academics	30
<b>Total</b>		<b>3892</b>

## Appendix 5: Feedback responses across the Researcher Development programme

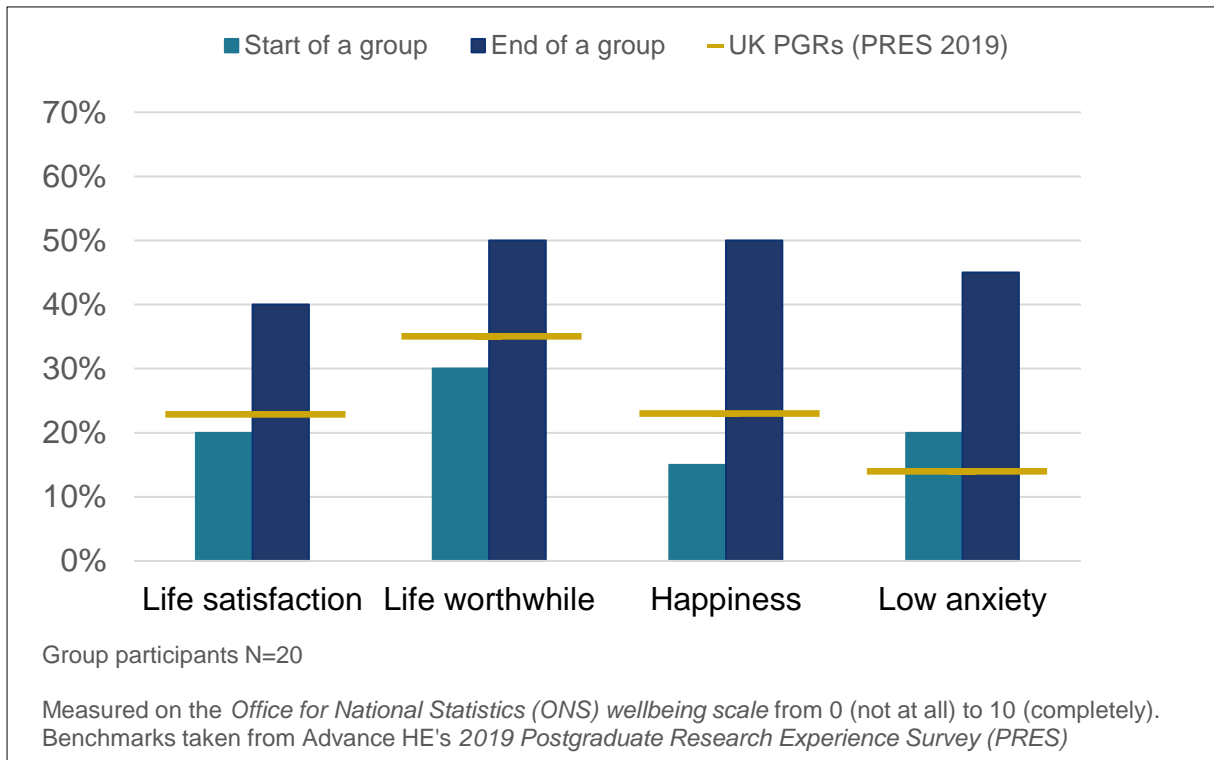
Feedback statements	Avg*	n	% scoring 4 or 5
The trainer provided clear explanations of important issues/principles in the session	4.7	1185	97%
The trainer was responsive to participants' views and comments	4.8	1185	98%
The trainer presented the workshop in a well-organised manner	4.7	1185	97%
The trainer showed thorough/in-depth knowledge of the workshop materials	4.7	1185	97%
I am likely to use what I learned during this session	4.6	1197	96%
I am likely to recommend this course to a colleague	4.6	1197	92%
Overall, the session was effective in meeting its stated objectives	4.6	1185	95%
How would you rate the online experience of the workshop?	4.6	1196	94%
How would you rate the supplemental materials that supported this workshop?	4.6	1177	94%

\*Measured on a Likert scale of 1-5



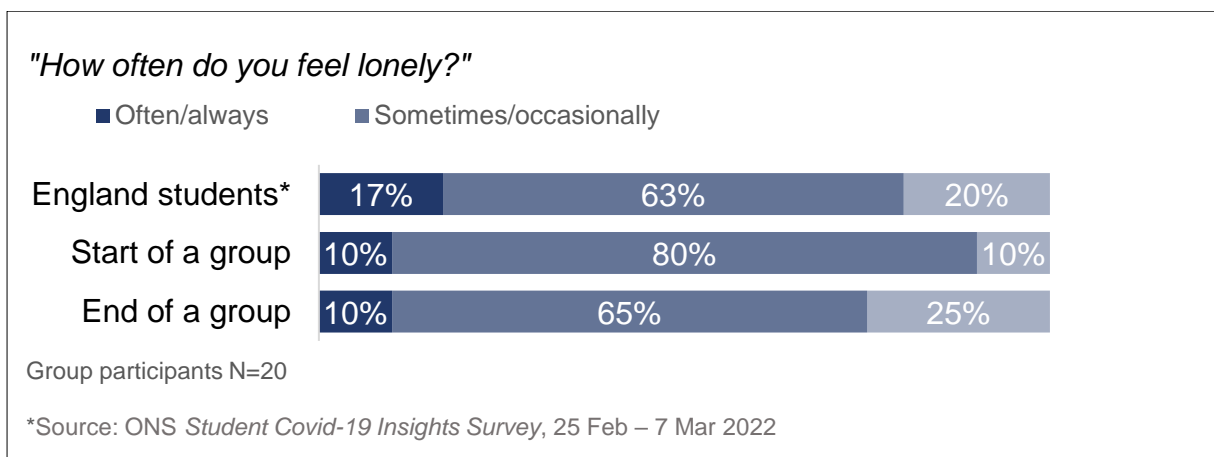
## Appendix 6: PhD Support Groups

Participants reporting very high wellbeing (scores 9-10) at the start and end of attending a support group in 2021/22



A higher percentage of our participants also reported feeling less lonely (figure 2) and more confident in completing their doctorate within the institutional timeframe (figure 3), than other student populations.

The number of participants who felt hardly ever/never lonely increased by 2.5 times by the end of attending a support group in 2021/22



Group participants in 2021/22 reporting confidence in timely completion compared to the UK PGR population during and pre-pandemic

