



Effaith datblygiad proffesiynol staff ar ddysgu a pherfformiad myfyrwyr a dysgwyr

*The impact of staff professional development on
student and learner outcomes*

Dr Christine Jones

Rheolwr Ansawdd
Quality Manager

QAA

Cefndir

- Adnodd newydd QAA a gomisiynwyd gan CCAUC
- *Effaith Datblygiad Proffesiynol Staff ar Ymarfer Addysgu a Dysgu a Pherfformiad Myfyrwyr*
- 13 astudiaeth achos – unrhyw weithgaredd DPP sy'n gallu rhoi tystiolaeth o newid cadarnhaol
- Effaith ar hunanefeithiolrwydd cyfranwyr
- Effeithiau gwybyddol ac anwybyddol ar fyfyrwyr
- **Themâu:** Rhaglenni DPP a arweinir gan y sefydliad, Cyfrwng Cymraeg, deallusrwydd artiffisial, dysgu cyfunol, llythrennedd adborth myfyrwyr.

Background

- *New QAA HEFCW commissioned resource*
- *The Impact of Staff Professional Development on Teaching Practice and Student Learning and Performance*
- *13 case studies – any CPD activity which can evidence positive change*
- *Impact on contributor self-efficacy*
- *Cognitive and non-cognitive impact on students*
- **Themes:** *Institution-led CPD programmes, Welsh-medium, AI, blended learning, student feedback literacy.*

Resilience – a valuable study skill?

The issue

Pre-pandemic reports for student mental health were of concern yet post-pandemic the problem revealed is one of epidemic proportions.

Students reported feeling isolated during the pandemic and then anxious once the world opened back up. These problems spilled over into the classrooms.

The solution?

Students were guided through the concept of resilience.

Took part in following interactive considerations: they reflected on what resilience meant to them, conducted a personal SWOT Analysis, examined their triggers for stress, they identify what they want - not just what they think they want, they learned how to say no, they were creative, encouraged to have the freedom to fail and take risks, and practiced the art of being grateful.

The impact

Growth did happen, and all students that were involved in this exercise went on to either progress onto the second year of study or to qualify with the award that they were studying towards.

In an internal conference this discussion was also well received. The business degree department were inspired and rolled out their own resilience focused workshop last academic year.

Resilience – a valuable study skill?

“You can learn all the study skills in the world but if you struggle with resilience and controlling stress then you may still struggle to put anything else into practice”

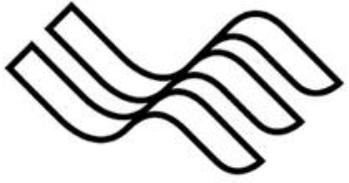
“Education can be a highly stressful time. Being taught the skills and techniques that will allow you to cope better and take control will be something that you can take away for life”

“Students were openly using the term “stress bucket” from one of the activities that we did. This was a great way to open up deeper conversations with them about how they felt”

The impact

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Coleg
Llandrillo

Coleg
Menai

Coleg
**Meirion
Dwyfor**

Busnes@
LlandrilloMenai

**GWELLA
DYFODOL
POBL**

**IMPROVING
PEOPLE'S
FUTURES**

Improving Student Feedback Literacy & Engagement

*“Feedback remembered but not actioned,
is not feedback” (Farrington, 2022)*

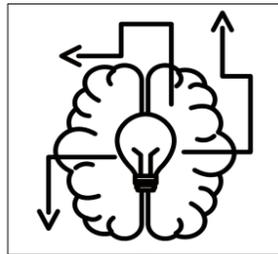
Improving Student Feedback Literacy & Engagement



One element of Feedback implemented from Previous Feedback

Feedback received where? (signpost specific assessment)

Aspect of assignment you would like specific Feedback on



Expectation of Feedback

Guidance

Cooperation

Team Approach

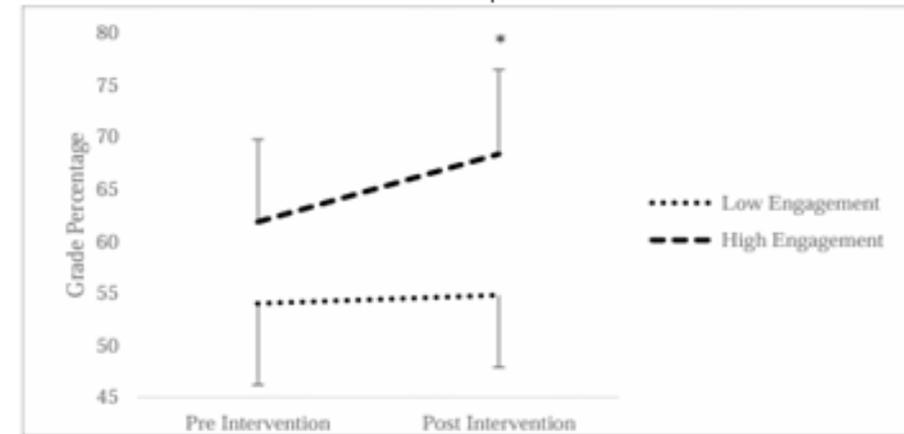


Figure 2. Group comparison in grade percentage change form pre to post intervention. Data presented as mean \pm standard deviation. * = Significantly higher increase in grade percentage in High Engagement than Low Engagement over time ($P=0.002$)

'I would also like to commend the use of 'feed forward' cover sheets where students are asked to consider their own areas for development through an assessment and guide the marker to specific feedback they may wish to receive.' **Simon Padley, External Examiner**



dysgucymraeg.cymru
learnwelsh.cymru
Caerdydd / Cardiff

QAA Medi 2024



Cymraeg Gwaith+ mewn Addysg Uwch

Work Welsh+ in Higher Education

Dr Sara Orwig-Palmer

Tiwtor Hŷn
Senior Tutor

Dysgu Cymraeg Caerdydd, Prifysgol Caerdydd
Learn Welsh Cardiff, Cardiff University



Astudiaeth Achos

Case Study



Yr Athro Sally Holland

Gwyddorau Cymdeithasol
Social Sciences
Prifysgol Caerdydd
Cardiff University



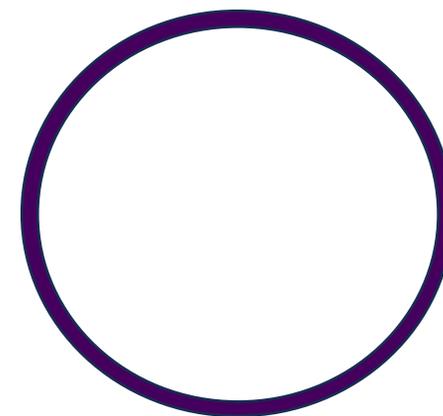
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Ruth Elliot

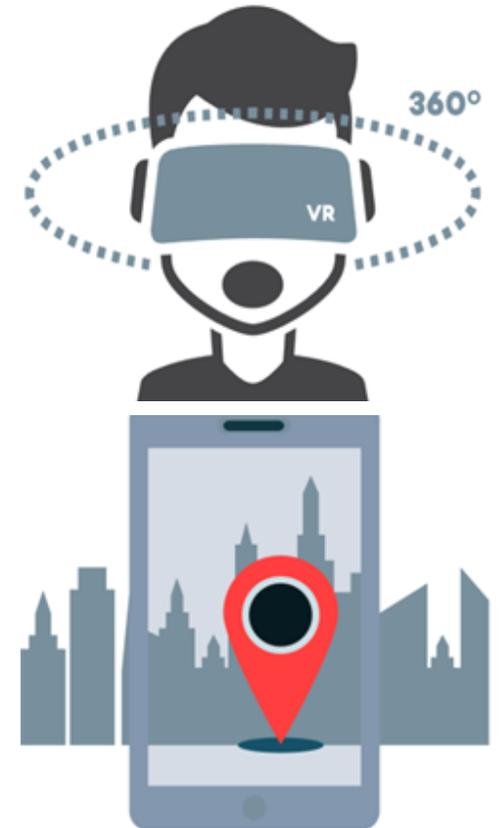
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SpLD Specialist
Study Skills Tutor
Prifysgol Bangor
Bangor University

The Welsh Collective



**Cyfoethogi dysgu ac
addysgu digidol**

*Digital learning and
teaching enhancement*



Supporting Hourly Paid Lecturers to Enhance Student Learning



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

- *A description of the initiative undertaken*
- *Impact on the participant/s teaching practices*
- *Changes in student/learner outcomes and performance*

W

Dod yn Ystyriol o Drawma ym Mhrifysgol Wreccsam

*Becoming Trauma Informed at Wrexham
University*

Dr Tegan Brierley-Sollis

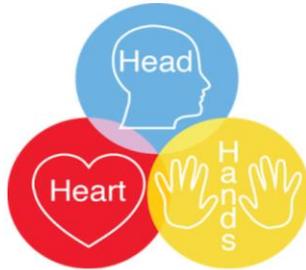
Deborah Robert

Prifysgol Wreccsam
Wrexham University

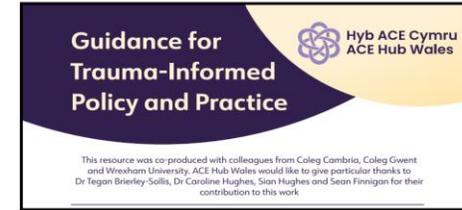
Dod yn Ystyriol o Drawma ym Mhrifysgol Wreccsam

Becoming Trauma Informed at Wrexham University

Pobl / People



Polisi / Policy



Amgylchedd Ffisegol / Physical Environment



Partneriaeth / Partnership



a llawer mwy..... / and many more.....

Prosiect TrACE Ymgorffori'r Myfyriwr

Ymgorffori caredigrwydd, tosturi a dealltwriaeth ar draws byd y myfyriwr a thu hwnt. Gan ddefnyddio egwyddorion ymarfer, rydym yn codi ymwybyddiaeth o ddull ystyriol o drawma

- Codi ymwybyddiaeth
- Hyfforddiant
- Cyfleoedd
- Cydweithrediad
- Datblygiad Proffesiynol



TrACE Project Student Involvement

Embedding kindness, compassion and understanding across the student body and beyond. Using practice principles, we are spreading awareness of a trauma informed approach.

- Awareness raising
- Training
- Opportunities
- Innovation
- Collaboration
- Professional Development