

Diagnostic Tool - Reflective Audit of Professional Confidence

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- Tick the box that best describes your perception of your ability in each area. This is not a test, it is purely a tool to help you to ascertain where your own professional development needs might lie. Some of the areas may not be relevant to your particular role at this time; in which case write N/A in the box.
- In the comments box, identify two areas of perceived strength, and two where you feel more development is required, and expand on your thoughts. Try to give examples of programme leadership activities that have gone well, or less well, and think about the reasons why . . .

Remember – this, as in all of the activities on the LUGP course, should be considered confidential within the group – we hope you will consider this to be a safe space within which you can share thoughts openly and safely.

- ① - Ranking before the programme
- ② - Ranking after the programme

Area of activity/awareness as a developer.	Novice	Developing	Competent	Confident	Comments
1) Carrying out a needs analysis of others' development needs		① ②			<p> Perceived strengths</p> <ul style="list-style-type: none"> I have a range of skills in this area developed through my professional practice as an HR manager. I've applied these skills specifically as part of conducting annual appraisals and identifying development needs and opportunities for team members. I also believe I have further developed these skills in the context of academic development through mentoring a range of teaching and professional services colleagues. <p> Development required</p> <ul style="list-style-type: none"> Develop my skills in using existing competency frameworks as a diagnostic tool for skills. Develop my skills in the use of the Jisc Digital Discovery Tool as the University has bought an institutional license and aims to pilot the use of the tool over the next year.

2) Using models to review and evaluate learning and teaching / learning and		②		①	<p> Perceived strengths</p> <ul style="list-style-type: none"> Over the last few years, I have played an integral part in the University's
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teaching enhancement and professional development				<p>professional accreditation scheme (ALPINE). I have co-run learning sessions; providing advice and guidance; mentored colleagues; provided references and participated in the panel review meetings. The UKPSF framework provides the basis of the review and evaluation with the internal scheme providing additional criteria such as the creation and sharing of a digital artefact.</p> <ul style="list-style-type: none"> I am also actively engaged in providing range of reflective activities with reflect the University's Learning and Teaching Enhancement Strategy and the 12 core values. I have used these values to engage staff in a range of activities aimed to enhance teaching practice.
3) Planning and designing curriculum frameworks (or supporting teaching colleagues to do this)	(1) (2)			<p> Perceived strengths</p> <ul style="list-style-type: none"> I have limited experience of designing curriculum frameworks. This has been in the form of facilitated a small teaching team, with academics from a number of academic partner colleges, to come together to design a new modern apprenticeship schemes for the engineering curriculum. This work was informed by appropriate curriculum frameworks. I've also supported the skills development of teaching staff in the creation and use of online learning resources for programmes of study such as game keeping and wildlife management. <p> Development required</p> <ul style="list-style-type: none"> I'd like to develop my knowledge in this area particularly on enhancement frameworks. I have some knowledge of, for example the 3E Framework. I would like to develop my practice in using the university's strategic documents, including exemplars and benchmarks to plan, design and deliver development sessions on enhancing the curriculum.
4) Monitoring and evaluating student feedback – and acting on the responses (directly with students or with staff)	(1) (2)			<p> Perceived strengths</p> <ul style="list-style-type: none"> I am confident of my skills in this area which has been developed over the years through my professional practice in human resources and learning and development.

					<ul style="list-style-type: none"> I've worked with colleagues who have, for a range of reasons, not met expected standards of performance. I've also advised and support colleagues in handling cases where underperformance has been highlighted as an issue. <p> Development required</p> <ul style="list-style-type: none"> I'd like to develop my knowledge and experience in this area. I have indirect experience of using student feedback to inform reviews of practice and direct experience of using feedback from staff to inform the focus of learning activities, however I'm sure there is more I could engage with in this area.
5) Working with institutional agendas and adapting your work to fit with priorities	(1) (2)				<p> Perceived strengths</p> <ul style="list-style-type: none"> I am fairly confident of my skills in relation to institutional agendas closely related to learning and teaching such as our Learning and Teaching Enhancement Strategy. I have ensured that reference to the Learning and Teaching Enhancement Strategy and particularly the values within it, are referenced and highlighted in the range of professional development opportunities I create, deliver and promote. For example, applications for funding for programmes of study or for the Advance HE Aurora Programme ask applicants to demonstrate how these opportunities will align with specific values. <p> Development required</p> <ul style="list-style-type: none"> I'd like to develop my knowledge and engagement in institutional agendas beyond the Learning and Teaching Enhancement Strategy. I'd like to be develop my ability to operate / contribute effectively to institutional agendas.
6) Working with national agendas, and relating your Ed Dev work to these	(1) (2)				<p> Perceived strengths</p> <ul style="list-style-type: none"> I have very little direct experience of managing the assessment lifecycle and but I have supported teaching colleagues to share their practice with each other through seminars and webinars In 2017 I co-wrote a learning resource on assessment and feedback and feedforward which is included in the open resource referred to in question 12. <p> Development required</p>

				<ul style="list-style-type: none"> • I'm less involved in this area in my current role but I do support an annual focus on enhancing assessment and feedback practice and I'd like to be able to contribute more to this area of practice. • I would like to revisit the 2017 resource, review levels of engagement with it and evaluate the extent of impact it has had. I'm no longer in the same role so this might be difficult but a very useful exercise.
7) Supporting and enhancing academic practice (of others) with reference to diversity, inclusion and equality issues	(1) (2)			<p> Perceived strengths</p> <ul style="list-style-type: none"> • Planned and created a 'flipped classroom' based workshop on creating accessible documents which has been successfully used by learning and development colleagues in other academic partner colleges within the university. • Responsible for the university's engagement with the Advance HE's Aurora Leadership Development Programme. <p> Development required</p> <ul style="list-style-type: none"> • Develop my practice and ensure that it is informed by research • Identify ways to actively engage colleagues in learning and teaching to reflect on our practice particularly relating to unconscious bias and inclusion.
8) Addressing issues of diversity, equality and inclusion within your own practice	(1) (2)			<p> Perceived strengths</p> <ul style="list-style-type: none"> • I have effective knowledge and practice in ensuring that the I meet accessibility guidelines and good practice recommendations in my practice. • I actively support the University's women's network and the annual International Women's Day event which aims to raise awareness of and intersectionality. <p> Development required</p> <ul style="list-style-type: none"> • There's always more to do in this area and I aim to regularly reflect on my practice and enhance it. • I intend to evaluate the impact of the Aurora programme for the participants, referencing the Advance HE's longitudinal research project.
9) Developing and using evidence / research-informed teaching and learning	(1) (2)			<p> Perceived strengths</p> <ul style="list-style-type: none"> • I've undertaken a range of evaluation projects focusing on the evaluation of the effectiveness of learning interventions. This follows on from my MSc Leadership and Manager dissertation which had underlined the challenges associated with evaluating the effectiveness of professional learning programmes.

					<ul style="list-style-type: none"> • In taking forward the University's graduate attributes, I have ensured that it has been underpinned by research. This has proved to provide a sound basis to effectively engage and develop a sense of ownership by colleagues and students.
					<p> Development required</p> <ul style="list-style-type: none"> • I'd like to undertake more research as an integrated part of my professional practice. • I'm intending to engage in more scholarship as I develop in my current role. I intend to write at least two blogs or short articles on my professional practice which will be make reference to evidence and research. This will take time and more confidence.
10) Strategies for coping / building your professional resilience (mental wellbeing)	(1) (2)				<p> Perceived strengths</p> <ul style="list-style-type: none"> • I am relatively sensible in my work / life balance (until deciding to undertake further study!) and I can find time to exercise and be out in the fresh air. • I also try to set an example to colleagues of this relatively sensible work / life balance. I do this by managing my inbox effectively and ensuring that I support and contribute to the work of others in a timely and helpful manner. <p> Development required</p> <ul style="list-style-type: none"> • I do find that I get frustrated with the slow pace of change and this frustration is more of an issue than work / life balance. • I would like to identify a mentor to support my professional resilience strategies
11) Disseminating good practice within and beyond your own context	(2)	(1)			<p> Perceived strengths</p> <ul style="list-style-type: none"> • I feel really committed to 'leading by example' and this I feel is hugely important when the climate / context can be, at times, challenging. • Working with other stakeholders to share good practice, with examples of this being the NHS Highland collaborations and the work with other sector bodies around the establishment of foundation and graduate apprenticeship schemes. <p> Development required</p> <ul style="list-style-type: none"> • I'd like to build my confidence so that I am more ready to disseminate my practice and consider it to be of interest, relevant and useful within the university. • Same as above but beyond the university.

12) Developing your own career strategy		(1)				Perceived strengths
		(2)				<ul style="list-style-type: none"> • I have (somehow) managed to make a move from learning and development into learning and teaching look like a sensible move! • I continue to draw on a range of professional experience to inform the decisions I make about my career.  Development required <ul style="list-style-type: none"> • I'm still struggling with the dual identity of learning and development and learning and teaching in my career strategy • I don't feel I really belong to academic development and I would like to as long as I can hold on to my learning and development hat.

c) After completing this self-review, complete the last two boxes below, which summarise your strengths and any concerns about your role.

What are your main strengths, that you should feel proud about?	
(1)	<ul style="list-style-type: none"> • I'm proud of leading a number of professional development initiatives including the university's staff development fund; the mentoring scheme strand which focuses on learning and teaching enhancement and the Aurora Programme • I feel I'm good at facilitating and encouraging engagement of colleagues and lead by example in terms of the ways in which I support and encourage this engagement • I am proud of the time I have devoted to my own learning journey and the commitment to keep my practice 'in good standing'
(2)	<ul style="list-style-type: none"> • Following the course I feel I have strengths because of the breadth of my professional practice which has reached beyond the education sector and which brings together learning and development; leadership and management; learning and teaching and that these areas of professionalism shape my practice as an academic developer

What should be your priorities for self-development?	
(1)	<ul style="list-style-type: none"> • A greater understanding of academic development • Greater knowledge and understanding of the field of academic development • Greater knowledge and understanding of the theory and practice of leading change programmes
(2)	

- The above are still highly relevant but following the course, a key priority is to consider my professional networks within the university; the alignment of current and future academic development initiatives within the wider strategic goals of the university and building up my professional networks beyond the university particularly with colleagues working in academic development.

What do you want to achieve by doing the Supporting and Leading Educational Change programme?

①

- A clear positioning and personal message of my contribution to academic development in the wider context of the university
- A scholarly output based on my current professional practice
- A network of colleagues from beyond the university to be inspired

②

- The programme has been hugely beneficial, and I feel I have the confidence and tools to embed my practice within the field of academic development. This will support scholarly output significantly.
- I do feel I have made contact with colleagues beyond the university and I've found it of great interest, inspiring and reassuring to find a group of people who share similar values, similar professional practices and the associated highs and lows of academic development activities.

d) **Keep a copy of this form as it is one of the components of your final portfolio** – towards the end of the course, you will be asked to revisit your comments and consider ways in which your confidence, skills, or attitudes have changed.