Reflective Account of Professional Practice

Author: Dean-David Holyoake

Abstract  KUDOS (Knowledge, Understanding, Development, Opportunities and Standing) is the University of Wolverhampton’s professional development scheme which is accredited by the Higher Education Academy (HEA) for the recognition of professional academic practice. It is based on the dimensions and descriptors of UKPSF which was created by sector-wide leads and is backed by, the HEA, Guild HE, the Department for Employment and Learning, the Higher Education Funding Councils for England, Scotland and Wales, the National Union of Students and Universities UK. In order to gain recognition for practice via Fellowship of the HEA all the dimensions of the criteria must be met and this is achieved through a reflection on academic practice and a portfolio of evidence. This article is one such example of a submission that presents an illustration of a light hearted yet quintessentially honest account of academic practice.

Table of UKPSF dimensions

<table>
<thead>
<tr>
<th>Areas of activity</th>
<th>Core Knowledge</th>
<th>Professional Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A1) Design and plan learning activities and/or programmes of study</td>
<td>(K1) The subject material</td>
<td>(V1) Respect individual learners and diverse learning communities</td>
</tr>
<tr>
<td>(A2) Teach and/or support learning</td>
<td>(K2) Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</td>
<td>(V2) Promote participation in higher education and equality of opportunity for learners</td>
</tr>
<tr>
<td>(A3) Assess and give feedback to learners</td>
<td>(K3) How students learn, both generally and within their subject/ disciplinary area(s)</td>
<td>(V3) Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</td>
</tr>
<tr>
<td>(A4) Develop effective learning environments and approaches to student support and guidance</td>
<td>(K4) The use and value of appropriate learning technologies</td>
<td>(V4) Acknowledge the wider context in which higher education operates recognising the implications for professional practice</td>
</tr>
<tr>
<td>(A5) Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</td>
<td>(K5) Methods for evaluating the effectiveness of teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(K6) The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</td>
<td></td>
</tr>
</tbody>
</table>

Key words: KUDOS, Higher Education Academy, recognition of professional academic practice

Correspondence: Faculty of Education Health and Wellbeing, University of Wolverhampton
D.Holyoake@wlv.ac.uk

Submitted for Publication -3.8.17
Accepted for Publication -20.9.17

1. Academic practice overview:

Today, I’m Dean-David Holyoake. I have been teaching officially since the late 1990’s. I started teaching an MA in Solution Focused Brief Therapy at the University of Birmingham and as time progressed I accidentally found myself as the Course Director of its 7 modules until decommission in its 10th year. During this period I also
developed, set up and organized the profitable Priory Awards in CAMHS (Child and Adolescent Mental Health Services) in association with University of England. Development of these awards involved budgeting, employment of specialized personal, commissioning of facilities and the usual recruitment of learning materials. After a number of promotions I was lucky enough to be employed as a specialist in CAMHS teaching on the under graduate nursing programs at the University of Wolverhampton. My career in higher education has not been plain sailing and I have written about my vulnerabilities in a series of research ethnographies (Holyoake 2012a, 2012b, 2012c). These writings relate to D3, D4 particularly D5 and D6 and of course the successful co-ordination of teams (D7) as I will go on to show.

I have had a number of successes, recognitions and leadership roles. I achieved my first teaching qualification in 1992 as part of the English National Board’s Teaching and Assessing portfolio. In that same year I also completed my Student Assessor course at the Queen Elizabeth School of Nursing. Other teaching qualifications were to follow, but practice and peer recognition has come in many forms. I was voted on to the Royal College of Nursing Adolescent Steering Committee and also elected as a Member of the Steering Committee Royal College of Psychiatry (Quality Network for In-patient CAMHS). I was an active Associate of Royal College of Nursing Development Council for Nurse Education and a member of the National Association of Nurse Consultants in CAMHS (D3, D4). To date I have contributed to the development of the Diploma and Certificate programme at Change (Solution Focused Registered Organisation in Birmingham) (D1, D2, D6) and been a member of the Independent Healthcare Forum, Developer of CAMHS kartoons™ (D5), Priory Finalist (Innovative Prize) (D5), a British Army Veteran (D7) and Nominated for Cutting Edge Teaching Style (National Union of Students). In addition I have been Keynote speaker and collaborated with other educationalists at Conference, Dale & Holyoake (2009a, 2009b, 2009c), Thain & Holyoake, (2009a, 2009b, 2009c, 2009d, 2009e), Holyoake & Golding (2011, 2012), Conlon & Holyoake (2013). I have published over 100 articles related to clinical and education practice in peer reviewed journals and had 7 books published. I have Organised National CAMHS conference in partnership with APSA (The Association of Professionals in Services for Adolescents), De Montford University, Quality Network Inpatient CAMHS and for 8 years I was the Developer and Facilitator of Adolescentunit.com Online Social Network (A3, A4, K4). I have worked at the Healthcare Commission and Health Inspectorate Wales as a CAMHS Inspector, managed and developed 9 specialist adolescent units in the UK, contributed extensively to Nursing Standard Reader's Panel (see listed Refs), been a book reviewer, I’ve scrutinised and consulted with University of Helsinki and University of West England, been a Sub editor for ‘Mental Health Care’, taught on Doctorate programmes, supervised and examined doctorate students. I suspect there is more, but I really am embarrassed of my bragging, so now wish to move on to my reasoning to how my role and experiences meet the criteria set out in the KUDOS Senior Fellow criteria.

2. Involvement in teaching and learning initiatives; I will try and focus on an appreciation of the Descriptors and their relevance to my ‘Teaching’ and ‘Learning’ initiatives. In my early days this amounted to attempting to use an overhead projector, remembering my chalk (no joke), using the right pen on new fandangle things called whiteboards and commanding a disinterested audience with my knowledge, authority, wisdom and wit (Holyoake, 1997c, 1998b). Yet, as we all know, teaching and learning have moved on fast encouraged into a new era by the twitching hands of technology. The age of simply exchanging information and rote learning have long since gone having been ruthlessly purged by a new era of blended learning, merged resourcing and facilitated protocol. As I have stood before large groups of over 100 and then facilitated small intimate gatherings of 10 or so my ‘confidence’ to adapt to the teaching needs of learners and my own growth issues has increased (see Holyoake (2013a, 2013b, 2013c), Conlon & Holyoake (2013). In turn, so has my trust to try new designs, learning activities (I’ll discuss these in more detail in the Case Studies) and re-think the relevancies of core knowledges (K1 through to K5) (Holyoake, 2008a). More specifically, I have developed subject material (K1) concerned with CAMHS blended learning initiatives for groups of practitioners from 9 in-patient units throughout the UK (Holyoake, 2012a). A series of 18 days (split into learning weekends) based at Frome in Somerset which had to be assessed and developed into classroom environments, play areas and quiet rooms (A1 - A4). In addition, I developed ‘patchwork assessments’ (K2 & K5, A2, A3), online sessions (K4) and the articulation and subsequent moderation (K6) with these groups. My work at MA level at the University of Birmingham made use of block teaching with a small team and many international students. The design of the courses were flexible and the programmes of study vibrant enough to meet the expectations of students who were self-funding and technically consumers (V1) and also important for my own self development (A5).

When thinking about assessing initiatives I recognise that practice based professions such as nursing have a residing dichotomy between the good academic nurse who is practically useless and vice versa. Thus when considering A2 and A3 (Areas of Activity) K3, K4 and K5 (Core Knowledge), V2, V3 and V4 (Professional Values) my practice have been transformed by my new
found confidence through a mixture of repetition, growing reputation, ‘knowing’ my subject as well as having the guts to embrace new technologies, environments, role plays, and the concept of the ‘technician’. The SMART programs advocated by Metcalf (2003) (Solutions for Motivation and Academic Resources in Teaching) being part of my emergence. This includes the idea of identifying the Goal and the Customer and ‘observing’ academic success (Holyoake, 2003: Hakesley-Brown, 2002). So apart from commissioning and developing learning environments I have engaged in various forms of digital learning including social networking (Thain & Holyoake 2009e), floor-work (e.g. the simple act of sitting on the floor and play (Holyoake, 1997d, 2013c), group activities such as framing time into segments to aid learning and designing activities and feedback to the wide range of grading I am responsible for.

3. Educational and staff development activity;

Gibbs (1988) asks us to position ourselves so I ask the question: How have my thoughts and feelings encouraged change in my performance and relationships with members of my team? How do I meet the expectations of the A5, V4, D3 and D7 KUDOS dimensions and descriptors through my action? To answers these I argue that when developing the Priory Awards in CAMHS I was responsible for the coordination of Key educators across at least 3 sites. This meant negotiating professional training, monitoring, mentoring and supervision for these individuals. Apart from the responsibilities I have related to placement training of nurse mentors I am reminded that via ‘educational audit’ of clinical areas, liaison and linking with clinical placements is an everyday occurrence with my current students and role responsibilities. In my past role at the University of Birmingham my D7 responsibilities came under the umbrella of coordinating the entire 7 modulated programme between a team of 3 and additional specialists in the field. This included the monitoring of quality, calendaring, room booking, supervision, additional training needs, interdepartmental liaison and a maintenance of a general feeling of wellbeing for the core and extended staff group. In this respect, my understanding of the organization processes in the variety of educational roles sits into V4 criteria and D3, D7.

My reflection on staff development and ‘Professional Values’, has led me to other educational theorists including the early pioneering work of Allen (1976) and her use of peers to teach peers and the fact that my ideas about team teaching might not actually be that original. Yet, the appreciation of creating space and places for ‘dynamics’ to circulate and do their work not only point up the importance of diverse learning communities (V1), promoting opportunities (V2), using informed approaches (V3) and acknowledging the wider context (V4) of educational learning styles but what Yerxa (2003) terms the stability of learning style. The courses at Priory, Birmingham and the Doctorate studies at University of Wolverhampton have all required an understanding of professional values and staff development (many of my doctoral and Masters students are also colleagues and fellow practitioners). In addition, at Birmingham the courses catered for many people with visual impairments and international students who had to overcome language difficulties. To overcome some developmental issues we promoted participation via electronic means and operated inclusive opportunities for payment arrangements. In relation to the extending professional values via the design of activities and subject materials I have relied on developing much classroom material, pre-session reading, performance activities, ice breakers and the afore mentioned digital learning approaches. Similar to Loo (1997) and the learning strategies advocated by Hartley (1998) my reflection is that the thousands of commentaries on such learning style analysis enable me to rethink my application of the key dimensions and conclude that teaching, learning and assessing may be about knowledge but just as much about engaging with how students generally learn (K3), evaluating effectiveness (A3) (K5) and clinical governance / quality assurance (K6) the notion of the Onion Model (Curry, 1987) with its metaphor of peeling away layers of construct (specifically relevant to the pedagogic application of A1, A2, K1, K2, K3, V3 as well as allowing teams of educationalists to emerge D3, D7) bit by bit so that learners make staged progress is a common vision of learning styles. This has certainly been a useful insight during my workshop type interventions and the development of graduated programmes for the development of new staff who’s inexperience can sometimes get the better of them (I will discuss my involvement with this in more detail in the next section). Alternatively, the idea of ‘Fundamental Dimension’ similar to those posited in the KUDOS model is a common educational model which seems to sit well with my practice and linking with both educational colleagues through co-facilitation and practice based colleagues in healthcare settings. The work of Riding and Cheema (1991) also appeals because of the interactive and ‘adaptive’ sentiments similar to Kirton (1994) and Allinson and Hayes’s (1996) intuition analysis. What these types of models do for my reflection is offer me hope that I am not alone in the collaboration with my colleagues and my role as ‘technician’.

4. Collaborating with others;

According to Rayner and Riding (1997) there are facets of education which like those offered by Kirton (1994) give me a palette of possibilities from which to achieve and consider the collaborative dimensions and those concerned with how I can maximize my managerial impact (I present two different case studies to help me expand on this). The work of Jarvis (2006), Garrison and
Randy (2000) in particular emphasises how transformative notions of change come about not necessarily through the imparting of knowledge, but through the multiplex of expectations which I have tried to bring into my teaching and coordinating practice. So when thinking about Gibbs (1988) I reflect on how I have with the help of colleagues been involved in the purposeful development of clinical settings in class room and clinical skills areas. Developed role plays and real life scenarios as well as live supervision in the family therapy modules. I have mentored, supervised and assessed different multidisciplinary groups including pharmacists, dentists, health visitors, GP’s, medics, psychologists, psychotherapist as well as teachers and nurses. These groups have enabled me to consider the way I pace and match my activities, make sense of my core knowledge and stick to my professional values. My collaboration and supervision of more junior staff as well as my role as a module coordinator have enabled me to develop programmes which promote the following as a concern for the entire team:

- easy to digest soundbites
- memorable jargon
- assimilation into new realms
- connectivity between concepts
- fun and simple engagement (consumption of the entertainment industry).
- links between worth, added value and use beyond the session (this usually shows itself in terms of practice skills) (additional context can be seen in my ethnographic work: Holyoake, 2012, 2012a, 2012b, 2012c).

As with my early thoughts, these points on my ability to negotiate, define and employ with a team (usually 3 to 5) measureable objectives for sessions and the delivery of modules per se. I will ask ‘what is it that you think I can teach (or do for) you?’ or ‘what needs to happen here for you to know it was worth getting out of bed and turning up?’ I always evaluate too, by asking ‘what has worked well?’ ‘What should the next group/colleague expect more off?’ Additional strategies for physical activities are well documented, but I have found that the work of Ginnis (2002) includes novel activities such as Forum Theatre, Hide and Seek, Hot seating, Information Hunts and Marketplace and enables me to be adaptive to the coordinating, managing and mentoring of others in a respectful and advisory role in the many modules I have run delivered over the past 20 years.

5. Areas of research, scholarship and/or professional practice
I have included an extensive reference list of research and scholarship to help aid my application. I also note that I am currently rated at about 16.2 on Research Gate and similar peer group social networks (I note the average is currently 3.2). Once again I apologies for this boasting. So rather than spend too long dwelling on these I will state that I am a fully committed social anthropologist of the post-modern variety and actively engage in conference, writing and publishing to that effect. In terms of my KUDOS I reflect that this has implication for the Dimensions and Descriptors in that contact, interaction and using writing as a vehicle not only enables me to maintain and demonstrate appropriate teaching practices it allows me to consider myself an independent academic who is engaging (D2 – teaching in situ, blended learning initiatives, patchwork assessments, digital feedback and additional work as Supportive Tutor for students with additional needs (V1)), integrated (D5 – clinical issue revisions, legislation and theoretical updates), continuing with professional development (D6 – additional coaching qualifications (I’m a first level Hockey Coach), Teaching qualifications PG Cert Ed 2002, interdisciplinary experiences in drama training, psychotherapy, play therapy and music) and able to manage, co-coordinate, mentor and relate to others (D7 – Research and publication in to my supervision of colleagues, management of teams and the successful co-ordination of social networks including adolescentunit.com), some of these claims are cited in the following publications: Holyoake (1997d; 1999, 1999a, 2000, 2001a, 2008a), Davis & Holyoake (2001), Holyoake & Reyner (2005). I will now introduce the first of 2 Case Studies in support of my application.

Case Study 1: The Case of the Large Group (120 Learners)

The aim of my Case Study reflection is to first show how I have had a significant impact upon the co-ordination, support, supervision, management and mentoring of others (whether individuals and/or teams), in relation to teaching, learning and assessment. Second, demonstrate my sustained effectiveness in my teaching and learning. Case Study 1 allows me to consider these in more detail because it forms part of my role coordinating a compulsory module within the Pre-Registration Nursing Degree in which we as a large team (15 Senior Lecturers across 3 sites) teach large groups of up to 300 learners per module intake. The module covers 4 themes: Psychology, Nursing, Interacting with patients and Communication. The size of the group can be overwhelming, disconnected, disinterested, sometimes unmanageable and occasionally intimidating. For the students there is sometimes an ethos of detachment and a desire to be entertained which shows itself in bouts of idle chit-chat and lateness. It seems that I am not alone in my assessment of these phenomena because exploration of large group behaviour stretching back over the years to the early work on testing as a motivating factor (Fitch et al, 1951), even financial incentives (Maier & Zerfw, 1964), to current issues to do with social networking
(Vivek et al, 2009) and to issues of social identity (Ellemers et al, 2004). Yet principally the issues of the large group remain pretty steadfast for the team even if the teaching, learning and assessment criteria’s have altered from information giving to information connectivity. My observations of this case study as well as Case Study 2 are founded on ideas which are not the sole preserve of me, my colleagues or the learner.

Case Study 1 is a reflection on 4 sessions involving the same team teaching first year nursing students from 4 branches (Mental Health, Adult, Midwifery, Learning Disabilities). As part of their common foundation these learners are expected to attend 12 2 hour long sessions on topics related to interpersonal skills, empathy, self-development and communication. For my team it means contributing to at least 2 of the sessions. The actual content is broad yet, in blunt terms quite straightforward. However, the coordination of these sessions is far from simple. The size and the afore mentioned dynamics create a sense of ‘need to pull together’ within the team of 15 Senior Lecturers including myself my role has and continue to be one of ensuring that the module is planned for, pre-prepared, contingencies set in place, roles designated, timetables completed and equality and fairness demonstrated between all facilitators. As such, the coordination (as shown in my emergent Figure 1) has to be responsive to the differing phases that the team approach goes through.

Principally, the management of Case Study 1 is about design and planning of activities which are pre-loaded. This means I have learnt over time that teams teaching and assessing large groups require a significant amount of structure, perceived order and routine (set break points and agreed timing), well established links between concepts, plenty of summaries and a certain amount of catch up space for new teachers and more junior staff. Being sensitive to their self-esteem is also an issue which I have found is best catered for by opting for a blended approach in terms of the material development (A1) and the actual teaching (A2). These in turn take into account the nature of the setting (A4) and due to the professional nature of the subject a continual professional learning (A5). In short, coordination of novice colleagues is best done when there are plenty of options for maneuver so they can excel in at least one thing to build their confidence, for example the delivery of the 30 minute workshop towards the end of the session or the question and answer period. To achieve this blend I traditionally promote a sense of togetherness in the team (end of session debriefs, support notes and electronic Emeets) and have always made the extra effort to be inclusive starting from first greetings to the agreement of objectives of the session. Designation of tasks and roles include for the planning of materials (A1), the engagement e.g. plan of who’s teaching what (A2), the environment (A4) to encompass an introductory and arrangement phase. So including the setting of objectives I will open proceedings I encourage colleagues to help me develop initiatives which reflect live cases, a reflection, or some sort of story to engage and raise the expectations that the topic is critical for student learning. I wish I could claim that I achieve this order to get them to a highpoint, but this is not always the case.

The physical activities we use require a significant amount of preparation. The use of props is also favorite of mine which sometimes needs me to convince colleagues. In the past I have devised huge bingo cards, playing cards for ‘higher or lower’ strategies, treasure hunt clues, a wheel of fortune (not rigged!), gone to the dogs (a gameshow involving old dog racing footage), the traditional pub quiz, murder mystery using other members of staff on pre – recorded clues and videos. I note that when successfully implemented these type of activities in the large groups creates a buzz for the staff team. In additional to the preparation, the actual management, ordering and levels of sophistication to explain rules, direct movement and simply remembering ‘plans per se is a skill requiring the afore mentioned confidence. In my experience though we have found the whacky activities are usually met with a degree of excitement and anticipation which allow me to match and pace the environment (A4). I am not alone in this experience which seems to be born out in literature previously discussed on the big group pertaining to dimensions (V3 &V4).

The Total Alignment (D7)

As part of my co-ordination, support and supervision of colleagues (D7) (governing expectations in my role during the establishment of the Priory Awards, my role as Course Director on the MA in SFBT at University of Birmingham as well as my current Module Leader and Coordinator roles at University of Wolverhampton) the importance of an aligned and systemic approach to the Case Study 1 teaching, learning and assessment is about the “team around the Teacher” as a concept is one which doesn’t simply occur because it is a good thing. In fact, there is a mountain of hidden work, administration and frustrating phone calls into offices in faraway building to faceless names including external examiners, assessors,
course commissioners. Yet my idea of alignment is applicable with the key descriptors of the KUDOS, but requiring D3 and D7 mindsets. These simple maxims center on the belief that core values (commitment to knowledge, activities and professional values as well as successful coordination) not only provide quality learning, ensure credible and consistent standards, but also through the application of the 5 ‘areas of activity’ allow for a sustained and contribution to an enjoyable learner experience. These human approach core conditions align themselves as a spine through all dimensions of good learning and teaching and knowledges as something more connective and what Steinaker & Bell (1979) might term ‘synthetic’ and I’d argue pertain to successful co-ordination, support, supervision, management and mentoring skill sets, but the large group is one thing, what about the management of the intimate?

**Case study 2: The Intimate Coordination**

Case Study 2 concerns my management and coordination of small collectives of educators who facilitate therapy skills to groups of 12 learners for a long time frame (usually over a year). The coordination skills for a smaller team brings about different types of demands which I have attempted to formalize in the following figure. It shows how the staff support has to be more reflexive and less planned than the larger groups. It relates to more psychotherapeutic dynamics which can be related to particular issues ranging from early work on exchange theory (Salisbury, 1969) to Arrow et al’s (2000) work on the identification of system theory and the role of creativity in generating ideas (Paulus, 2000). These having obvious consideration for the KUDOS dimensions and the creating of scholarly space for teams working with more intimate groups.

**Case Study 2 (12 Learners)**

Case Study 2 considers the concept of ‘knowledge(s)’ and coordination strategies (D7) for the more intimate nature of teaching and assessing.

I have chosen Case Study 2 because unlike Case Study 1 the structure, techniques employed and therefore intended opportunities for learning, management and coordination are on the opposite end of a spectrum due to the small intimate nature of the group size. This obvious distinction immediately brings to the fore the fact that circumstances requires different ‘teaching skill sets’ which center less on information delivery and more on facilitation, trust building and a more intimate sense of responsibility between teacher and learner (this has implications for all of the teachers in the team). This usually seems to include special consideration of the assessment of learners in these smaller cases as I have made use of pertinent procedures usually related to observation, viva and examination. In the past I have developed patchwork assessments (A3).

**Knowledges**

In the 1956/57 FA cup final Aston Villa beat Manchester United 2 – 1, and less importantly Bloom’s Taxonomy was published (Bloom et al, 1956). Unlike Aston Villa, this taxonomy of learning continues to be a winner and the first of many which have enabled me to place a framework to the objectives I want teams to achieve in sessions. For the larger groups, such as analysed in Case Study 1, my intentions rarely rise above categories concerned with ‘Knowledge and Understanding’ as opposed to intellectual skills such as ‘Application’, ‘Analysis’, ‘Synthesis’ or ‘Evaluation’ which are the preserve of the smaller more intimate groups. This is an important distinction because any attempt to moving beyond explaining important information into realms of ensuring learning spaces solving, creating unique answers and making critical judgements requires more thoughtful coordination and support for team members. Taxonomic hierarchies such as Bloom (others I use include Steinaker & Bell, 1979; Benner, 1984) work with reference to KUDOS dimensions (K2, K3, K4, K5, K6 and D7).

**Figure: the Coordination Ideals of Case Study 2**
For example, in both Case Studies I may have wanted learners as well as teachers to walk out being fully functioning professional practitioners who I organize individually (in terms of quality assurance, technology, acknowledgement of learning levels, types and abilities and as such suitable methods for teaching), but recognise that conditions and staff abilities require strategies dependent on context.

My exposure to Bloom and others has enabled my understanding of pedagogic ordering and coordination (D7). In both Case Studies. Any colleagues can access knowledge more readily than ever before. Personal issues to do with authority, reliability and implications which resonate with professional values (V1, V2, V3 and V4 and then K4, K5, A4) can show themselves in managing teams dealing with these small groups. The performance dynamic has become one about trust, believability, motivation, hope and a witnessing of the teachers engagement and subsequent management of the assessment marking (A3). As a team we no longer rely on a single hand in assignment to assess the ability of the learner to grasp concepts even if we do on one another to fill in the gaps of knowledge and confidence of the learner. As just noted this has resonance for all 5 ‘areas of activity’ dimensions as well as ‘core knowledges’ because demonstrating comprehension is on a different taxonomy to making critical judgements. The management and coordination of the stress created by assessments reminds me of additional staffing issues I have encountered with the management of smaller groups.

Coordinating Assessment
The work of Maisch (2003) has influenced my thinking on assessment (A3). Introducing innovative assessment formats for the Priory Awards necessitated careful thought about criteria, course objectives, academic standards and procedures. The use of multi-voiced, multi-level assessment such as ‘Patchwork Text’ enabled a sub dividing of assessment against coherence, comprehension, justification, tentativeness and conceptual levels. The aim being about what Parker (2003) identifies as both method and the product of synthesis. As fancy as this may sound the idea of producing smaller pieces of work and justifying how they connect, making decisions as to the destination of key elements and achieving a sense of autonomy being just part of the challenge, because coordinating this between staff memebers can be a challenge. I am also reminded of the feedback I produce with my colleague John Thain on the Doctorate programme at the University of Wolverhampton, as well as the verbal feedback we as a team give during ‘live supervision’. The learners on these programmes are mostly mature professionals and academic to boot. This serves up a mixture of interpersonal issues for any marker who has to at least be perceived as ‘knowing their stuff’, having the ‘authority to make comment’ and the skills to encourage incentive, engagement and generally get the best out of busy people. The Intimate group provides different opportunities for managing the delivery of feedback and therefore coordinate the assessment needs for the team. I make special note of this in relation to D7, but note that I have made several conference workshops and speeches to this effect (please see if interested educational conference papers).

Part 3 CPD review and plan
I have 2 aims for this section. First, I want to sum up where I think I’m at by highlighting my achievements and recognizing success no matter how small. Second, I want to sketch out my projected 5 year plan with reference to ‘Professional Values’ (V1 – V4 Figure 7).

Where Next?
To date I have a number of achievements which have a bearing on my expected future journey. Some of these are represented in my publication list and previously noted contributions to my professional status. In this vain my future wants and desires are modest and include more of the same. I intend to continue publishing, developing my teaching activities, knowledge and professional values.

Dissemination & National Profile: The Next 5 Years
I would say that my academic writing has progressed and served me well. In terms of my own confidence building and dimensions (K6), (V3, V4) and of course (A5) (Sherwin et al (2014)). I have an urge to access, learn more about the World Wide Web. Now I know that I might be few years behind, but through my academic work to date I realise the world is not getting any younger, smaller or authentic. It might have been that in the past a general mistrust of cyber-realities were well founded among academics, but now, well I suspect that’s being challenged. I am finding myself increasingly drawn to the realms of cyber-space. In some of my own work with students here at the University of Wolverhampton (Holyoake & Searle, 2015). I have identified how the next twenty years will be dominated by a new type of information experience. In light of this I am losing faith in the authority of the Journal (I am currently asked to become Editor for at least one new Journal on a monthly basis) and I suspect Jean Baudrillard’s (1981) observation that “we live in a world where there is more and more information, and less and less meaning”, is resonating for me personally. But it offers up many exciting possibilities. My rationale for how it impacts on my practice is as follows:

- First, I intend to develop my ideas more publically, rendering them more immediate and therefore replicate the performance and dynamic inspirations I have reflected on here into the realms of Blog, Vlog
and Website activities. I acknowledge that I think this requires levels of sophistication and consistency that I am currently unable to guarantee. I will liaise with better people than myself in regards to this.

- **Second**, I intend to adapt, adopt models and persona more akin with artists, performers and technicians rather than scientists.

- **Third**, I intend to consider self-publishing as a more viable route as opposed to the publishing models I have been trapped in during the past 25 years (7 published Books / 150 + articles and panels). I am hoping that this will benefit my colleagues and students with access to my work.

- **Fourth**, my teaching is becoming more aligned and less composite with all the dimensions of my research. In short, more joined up and therefore analytic.

- **Fifth**, I am to seize being a general Ramp Hawker (Philip, 1980, 1977, 1955) and make sure everything I do appeals and have value to my peer group, the people who will not simply walk by.

Regarding a timeline, well, after all of these years I recognise that my aims generally go backwards and forwards, so I could be formal and put in a pretend one, but I suspect you’d know!
Appendix

Figure 8: Gibbs' model of reflection (1988)
References:


Curry, L. (1987) Integrating concepts of cognitive or learning style: A review with attention to psychometric standards. Ottawa, ON, Canadian College of Health Service Executives.


Philip K. Dick, (1980) "Now Wait For This Year", Introduction to The Golden Man (anthology). Berkley Books CA


References to my Work:


MacDONALD, M. ; HOLYOAKE, D. (1999e) Where were you when advanced practice died ? Accepted for publication in Nursing Standard.


HOLYOAKE, D. (2008a) Making it 'do-able': how ethnography has helped generate new themes in Child and Adolescent Mental Health Services (CAMHS). Journal of Health and Social Care Improvement, (June) Volume 1, Number 1.


HOLYOAKE, D-D. (2013b) I spy with my little eye something beginning with O---------. Looking at what the myth of ‘doing the observations’ means in mental health nursing culture. Journal of Psychiatric and Mental Health Nursing.


HOLYOAKE, D-D. (2013c) Once upon a time there was an angry lion: Using stories to aid therapeutic care with children, Nursing Children and Young People, Vol 25, No 7, p24 – 27.


HOLYOAKE, D-D. (2015) Practice Nursing and CAMHS accepted for publication (Nursing Standard)