Investigating the impact of a specialist CPD training programme for Teaching Assistants, related to supporting children with English as an Additional Language

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This research emerged from education practice, specifically from the experiences of one local authority area within the North East of England. Akin to experiences across Europe (Koehler & Schneider, 2019), increasing numbers of economic migrants and asylum seekers in the area presented schools with a variety of new challenges, for which many felt ill equipped. Not only were schools required to support an increasing range of language repertoires and the needs of vulnerable groups, but specialist provision and training was sparse for teachers and even less for Teaching Assistants, who were regularly expected to care for, and educate, these children. There were also concerns over equality of opportunity in education for these children who had English as an additional language (EAL). The local authority area reflected the national pattern of a reduction in such specialist provision for schools. In response to a request for partnership working, a university in the North East of England developed a specialist Certificate of Education Practice with a focus upon offering continuous professional development (CPD) to Teaching Assistants to support EAL learners. This CPD was followed up by a real-time work-based project which aimed to consolidate the learning and effect relevant change within the area. To determine the impact of the programme, a small-scale evaluation was conducted by way of questionnaire and semi-structured interviews, aiming to glean responses from course attendees, their work-based advisors and Head Teachers or

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managers. The findings identified three themes: motivation, personal and professional development and impact on school. While the impact of the CPD from the perspectives of the teaching assistants is now more clearly defined, the wider impact from the perspectives of colleagues in other school roles remains anecdotal and unconfirmed.

Keywords

work-based learning, EAL, continuing professional development (CPD), teaching assistants

Introduction and background

Every child has the right to an education (UNICEF, 2021) in order to develop their full potential. They need to be supported, without discrimination, to improve life chances. Yet, the focus on accountability and performativity in the English education system means that many children do not have the same opportunities to succeed (Biesta, 2010). Children who are learning English as an additional language (EAL) are among those facing challenges.

EAL learners, categorised by the UK Government as those 'exposed to a language at home that is known or believed to be other than English' (Department for Education (DfE), 2020a:4), are a diverse and heterogeneous group (DfE, 2019). They may be bilingual or multilingual, having home experience of one or more of over 300 languages (The Bell Foundation, 2021a). These learners range from those recently arrived into the UK to second generation, namely those born in the UK to parents who were born overseas. Leung (2016) highlights the policy and terminology changes from the 1950s to present day, while NALDIC (2021), the National Subject Association for EAL, refer to English as an additional language (EAL) and bilingual learners in schools. As NALDIC deem EAL to be a neutral term, and one which recognises that some children may be multilingual rather than bilingual, it is the term adopted by the authors of this study.

The most recent school census data for England, which considers schools, pupils and their characteristics (DfE, 2019), suggests that children with EAL represent 21.2% and 16.9% of pupils in primary and secondary schools respectively. However, evidence suggests that such data is weak and that EAL learners are not accurately represented (Hutchinson, 2018). In

addition, the North East of England, where this study took place, is often viewed as an area with low numbers of EAL pupils. School data (DFE & ONS, 2018) identifies 7.8% and 5.8% of the North East of England's primary and secondary school population respectively are EAL learners. However, these figures mask the wide variations within the North East as a whole. For example, the local area where this programme was undertaken is currently within the top 10 per cent nationally 'according to the size of increases in their proportions of pupils with EAL' (Hutchinson, 2018: 42). Within the local authorities who became involved with this CPD programme, data indicated a variation between 15.3% and 1.9% (DFE & ONS, 2018). However, 'town centre' schools involved from these same local authorities had up to 80% of their cohort identified as EAL learners. The data often lacks the detail required to reflect the diversity of this cohort in terms of languages spoken, socio-economic background, English language proficiency and place of birth. EAL ascription, that is the identification of a pupil as having EAL, arises from the Department for Education's broad definition (DfE, 2020b) for school census purposes which, it could be argued, lacks nuance and potentially fails to recognise that 'pupils with English as an additional language are not a homogeneous group' (NALDIC, 2012). Whilst recognising the diversity that exists within EAL learners, it is not our intention here to reproduce this idea that children with EAL are a homogenous group, and therefore we will justify why our initial focus was upon a specific group, namely children who are asylum seekers or members of families who are economic migrants.

Whilst the need to provide for the needs of multilingual pupils within the English education system is certainly not a new one, over recent years many local authorities have been faced with increasing numbers of economic migrant and asylum-seeking families, resulting in associated provision demands across all aspects of their services (Bulman, 2019). Since 2006, the number of EAL pupils in English maintained schools has doubled (The Bell Foundation, 2021a). In this respect, the northern local authorities involved in this programme were reflections of a pattern which has unfolded nationally in England. Running parallel to this, there is a picture of incrementally reduced support from specialist local authority EAL teams across the UK, impacting upon provision for learners (Gladwell & Chetwynd, 2018), resulting in a degree of urgency for schools to increase their own capacity to support EAL learners. This is set against wider national policies that can 'reproduce,

extend and legitimise inequalities' (Gillborn & Youdell, 2000: 1). Researchers also acknowledge that EAL learning is situated within a much broader debate around inclusivity of curriculum content within English schools, including decolonisation of the curriculum. Whilst this debate has recently gathered apace within the higher education (Begum & Saini, 2019; Arday, Belluigi & Thomas, 2021), the school system's focus is largely on decolonisation of the primary and secondary History curriculum (Moncrieff, 2019). Undoubtedly this will evolve as schools understand their own role in developing 'transformative approaches' across their whole curriculum (Arphattananon, 2018: 4).

There are a number of risk factors which may affect the academic achievement of EAL learners (The Bell Foundation, 2021b). In addition to social class, economic status and academic ability which may affect all learners, their proficiency in first or additional languages and ethnic or cultural backgrounds, together with their point of arrival in the UK education system and life experiences, including structural inequalities and the effects of racism, all contribute to the risk of these learners not having an equitable education. Furthermore, it is recognised that although specialist support should be available for EAL learners there is limited training for teaching and support staff regarding diversity in the classroom (NALDIC, 2012), a situation similarly reflected across Europe (Crul, 2017: 7).

In recognition of these circumstances, prompted specifically by the rapid increase of pupils in their local school system, guidance and training was sought by the local authority, which eventually led to the development of the EAL Professional Practice Award (PPA) programme.

Professional Development of EAL Educators

The recipients of this CPD programme were teaching assistants, specifically those who worked with pupils ascribed as being EAL learners. These teaching assistants were all female. Some were white or black British, while others had themselves been born outside the UK. Some were bilingual or multilingual and all brought a range of expertise and experiences with them. Within the authority where the research originated, teaching assistants were often expected to undertake a wide variety of roles, including general

classroom and SEND assistance, as well as act in a key support role, specifically for newly arrived children with EAL. Yet, apart from sometimes having a shared linguistic or cultural heritage with some students, or personal experience of being a bilingual learner, they often had no experience or prior training in the pedagogies of teaching children with EAL, a situation by no means unique to this local authority (Masdeu-Navarro, 2015; Wardman, 2012). As the CPD programme developed, it was ascertained that neighbouring authorities were experiencing similar issues and they were invited to participate in the programme.

When attention is turned towards the professional development of educators in our schools, in relation to enhancing EAL pedagogy, there is evidence from across the field of education of limited opportunities for specialist professional development (Manzoni and Rolfe, 2019), perhaps exacerbated by the reduction of specialist EAL teams in local authorities (Gladwell & Chetwynd, 2018). This in turn, can be traced back in its origins to the abolition in 2011 of the Ethnic Minority Achievement Grant (EMAG), government funding ring-fenced to 'support the learning of EAL and bilingual pupils and the achievement of ethnic minority learners' (NALDIC, 2020).

Issues of capacity, in relation to meeting the needs of EAL learners, extends also to a lack of opportunity for professional development for teachers themselves, from the outset of their career. The Teachers' Standards (DfE, 2013: 12), outline that teachers should 'have a clear understanding of the needs of all pupils… including those with English as an Additional Language (EAL)'. It is recommended that, alongside supporting children with special educational needs and disabilities (SEND), from the start of their career, teachers should be able to 'use and evaluate distinctive teaching approaches to engage and support' children with EAL [ibid: 12]. Awareness-raising and training and inclusive pedagogies may be taught in the already tightly packed pre-service curriculum, but specialist knowledge in schools is rare (NALDIC, 2015) and it has become an area in which many teachers feel insecure as they enter the profession (Anderson et al., 2016).

Nationally, Special Educational Needs and Disabilities Coordinators (SENDCos) are often asked to also take strategic lead in supporting children with EAL, leading to a conceptual conflation of EAL and SEND which, it could be argued, leads to EAL learners being viewed as

having a learning difficulty. Such an assumption has the potential to create unnecessary barriers for pupils learning EAL (Tangen and Spooner-Lane, 2008). However, despite this conflation in practice, EAL does not form part of the National Training Award for SENDCos (NCTL, 2008) nor is specialist training often offered to SENDCos (Murphy & Unthiah, 2015). As a result, those SENDCOs leading on EAL provision may not have had access to professional development in relating to best practice EAL pedagogy and are also unlikely to be specialists in identifying the needs of EAL learners, some of whom who may also have SEND. Furthermore, the independent inspectorate of schools in England, Ofsted, no longer explicitly refers to the needs of EAL learners, instead capturing their needs under the SEND umbrella, stating that school leaders should deliver 'a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities or high needs, the knowledge and cultural capital they need to succeed in life' (Ofsted, 2019: 9). Whilst it could be argued that Ofsted's focus on improved curriculum design is a positive one for EAL learners, its inclusion of the notion of cultural capital is a troublesome one and has the potential to pitch each pupils' own cultural capital against that which Ofsted deems valuable. Ofsted's problematic use of the term implies that it is a commodity that can be acquired, a significant divergence from Bourdieu's concept of life experiences, knowledge and values developed over time in networks that consist of family and community (Schirato & Roberts, 2018; Huang, 2019). Recent research suggests that the cultural capital that EAL learners possess can, if promoted and valued by schools, have a positive impact on the learning outcomes of EAL learners (Duarte, 2011; Gazzard, 2018). Such approaches, based upon bilingual or multilingual maintenance within the classroom, have been shown to deliver stronger outcomes than approaches which place the school's language at the top of a linguistic hierarchy (Reljić et al., 2015; Krashen & McField, 2005). Such 'Funds of Knowledge' approaches embrace and value 'culture as lived experiences of students' (Gonzalez, et al., 2005:40).

When attention is turned to teaching assistants, research (Anderson et al., 2016: 82) has shown that pre-service teachers identify classroom assistants as having a 'responsibility' in meeting the needs of EAL learners in the classroom:

> *Student respondents appeared to acknowledge the role that classroom assistants may play in supporting EAL learners. 57.5% of student respondents saw classroom assistants as having 'very large' or 'large' responsibilities towards EAL learners, and 36.8% some responsibility*

Thus, teaching assistants are positioned, even by early career teachers, as central to EAL provision. The roles of teaching assistants have become increasingly 'blurred' (Saddler, 2013:144); roles are varied (Hammersley-Fletcher & Lowe, 2011) and they are often asked to undertake roles commensurate with a teaching role (Hancock et al., 2010:100; Blatchford et al., 2009).

Research acknowledges that, in some schools, there may be 'well-trained EAL teaching assistants' (Demie, 2018: 650) but notes that in 'many schools, particularly where there are few EAL learners, rely on general teaching or learning assistants with no specialist skills on knowledge in assessing EAL pupils' (2018: 650-651). Similarly, within the authorities where the study took place, teaching assistants were often expected to undertake the bulk of care and education of children with English as an additional language (EAL), even as numbers of EAL learners increased. Moreover, research shows (TDA, 2009; Arnot et al., 2014), that these are often the colleagues in school who receive the least amount of training, in any area, and especially in EAL provision (Masdeu-Navarro, 2015; Wardman, 2012). These experiences mirrored those of Foley et al. (2013) who, when exploring policy and practice in mainstream schools, found there were scant opportunities for professional development in the subject area. The local authority areas reflected the national pattern of a reduction in specialist provision for schools (Muller, 2019). Skipp and Hopwood's (2019:45) report for the DfE also identified that teaching assistants receive little training, have little time for planning within their contracted hours and are increasingly used to 'effectively cover the needs of increasing proportions of pupils with SEND in the school - which schools report can mean deploying TAs in ways they know may not be the most effective'. This concurs with the Education Endowment Foundation's report (Sharples et al., 2018) on the deployment and effectiveness of teaching assistants in school. It notes that whilst teaching assistants make up over a quarter of the school workforce in England, only 7% have achieved higher level teaching assistant (HLTA) status. The report goes on to state that 'TAs are not adequately prepared for their role in classrooms' [ibid: 9], despite many taking on the role of the primary pedagogic contact for some of the children with the highest level of needs in the school, including language needs.

Acknowledging Arnot et al.'s (2014) recommendations that there should be enhanced professional development for teachers and support staff, to secure robust provision for EAL learners, together with Hansen-Thomas and Cavagnetto's (2010) view that training should be 'long term, not just one day or one hour in service sessions' (2014:112), the EAL Programme sought to address these concerns relating to workforce preparedness, to meet the needs of EAL learners.

Context

The CPD programme at the centre of this study was made possible a result of a successful bid under the UK Government's Controlling Migration Fund (Ministry of Housing, Communities & Local Government, 2018). Under the terms of the bid, there were strict parameters and the CPD programme was designed to meet local authority identified needs within a particular area of the north-east of England where asylum dispersal had increased considerably over recent years. Whilst it is acknowledged that many families use alternative languages, for example including British-born families and European Union citizens or professional migrants, these families were not targeted by the funding.

Despite the relatively narrow focus of the funding, the programme was an opportunity to explore multilingualism within schools, ranging from newly arrived children arriving with a mother tongue(s) other than English, through to British born bilingual/pluralingual children. The needs of unaccompanied young people, arriving in the UK without parents, were also considered. Course content also examined the definition in the DfE's School Census document and asked TAs to examine the views of their staff, (as a post session activity) in relation to bilingualism. Thus, a more nuanced understanding of the needs of learners, with a wide range of linguistic repertoires emerged as well as a greater awareness of the contested nature of defining 'EALness'.

The university that was part of this study already had in place a work-based learning (WBL) framework. This was deemed suitable for the delivery of a specialist CPD programme for practitioners who educate and care for EAL learners. Using this framework, an award-

bearing course was developed in the shape of a Level 4 Certificate of Education Practice, targeted at teaching assistants who support EAL learners. Of those who enrolled, levels of qualifications varied greatly, with many teaching assistants being qualified to levels 2 or 3, whilst others were graduates or had post-graduate qualifications. On entry to the course, none of the participants had any specific EAL training or qualification. The EAL specific content and the opportunity to apply the learning within the school context were of paramount importance and it was vital that the learning experience was relevant to all so that they could use their knowledge and be deployed effectively (Farrell et al., 2010). A prerequisite requirement for a work-based advisor (WBA) was established with those undertaking this role being given an overview of expectations of students, themselves and the school. This is a model used within the university's work-based learning framework and had previously been seen to add value to the learning process and provide leverage within the workplace.

An underpinning expectation of the professional development programme was to develop an understanding of the nature of plurilingualism. This was crucial since we explored a range of multilingual pedagogies which depended upon this. We, therefore, examined different models of cognitive theories, (Baker & Wright, 2017), including balance theory, thresholds model and Cummins' (1980) Common Underlying Proficiency model bilingualism (Cummins, 2016). Engagement with a chronology of research informed a shared understanding of the nature of bilingualism (Baker & Wright, 2017). In contrast to more traditional approaches that look at one language at a time, the programme sought to acknowledge 'a holistic approach that takes into account all of the languages in the learner's repertoire' Cenoz & Gorter (2011:1). In addition, participants were encouraged to explore multilingual practices, such as codeswitching and translanguaging. Using case studies, these models were critiqued, enabling reflection upon the 'Funds of Knowledge' (Conteh, 2015) that learners bring to the classroom with their L1 (Conteh, 2015). In addition, the nature of bilingualism (a discussion of the contested definitions emerging within school settings in relation to linguistic repertoires), specifically additive and subtractive bilingualism (Cummins, 2000; Baker & Wright, 2017) was examined. For clarification, additive bilingualism refers to a learner continuing to develop their first language alongside their second language, while subtractive bilingualism means that a second language is learned to the detriment of the

first. In turn, this led onto an examination of the distinctiveness of EAL learners and an exploration of research informed EAL strategies and approaches a pedagogy for EAL.

The first module of the course, therefore, focussed upon specialist knowledge about language acquisition, how children learn and inclusive pedagogies. In the subsequent module, students undertook individual (or small group) work-based projects which consolidated, and enabled application of, this learning and aimed to effect change (Miller & Volante, 2019; Furu et al., 2018) within schools and early years settings in which they were working. The content and the opportunity to apply the learning were of paramount importance and it was vital that the learning experience was relevant to all so that they could use their knowledge and be deployed effectively (Farrell et al., 2010). In addition, the allocated WBAs were provided with an overview of expectations of students, themselves and the school. This mirrored the model used with the university's Education Practice WBL programme and so was seen as an important element required to facilitate the students' application of learning within school. Students attended twilight training sessions every week, term-time only, for the nine-month-long duration of the course. These sessions took place in a local authority training centre.

Designing the content and structure in this way it was anticipated that the programme would not only allow teachers to be supported by a teaching assistant with growing EAL pedagogical expertise within the classroom, but would also support language acquisition and development for all learners who are developing English. Furthermore, it was hoped that the learning of practitioners could enhance the provision of education for their children which could develop their 'personality, talents and abilities to the full' (DFE, 2010: 121), as indicated in the United Nations Convention on the Rights of the child, article 29.

The programme was delivered twice over a two-year period, with the initial pilot of the scheme running from January to November 2018. It recruited 12 teaching assistants onto the first course and 16 on the second, all of whom worked in either Secondary, Primary and Early Years (3-5 years) settings from four neighbouring local authorities. Though the first course received positive evaluations, no formal evidence of the potential impact was collated. For the second cohort, which ran throughout 2019, ethical approval was obtained,

and a formal evaluation of the programme was undertaken. The research set out to investigate the impact of the newly developed Certificate of Education Practice for teaching assistants which focused upon supporting children with EAL.

Research Methodology

Ethical considerations permeated this research and at all times researchers adhered to the ethical principles for work-based learners (Durrant, Rhodes & Young, 2011) and there was no coercion to participate (UKRI, 2021). Ethical approval was granted by the university and consent was gained from the organising local authority to proceed.

The study itself was conducted in English, not the first language of some of the participants, and we were aware of the sensitivities involved of gathering data on colleagues who might feel vulnerable about lack of expertise. Although we appointed an independent colleague to collect the data as a way of addressing these sensitivities, we remain alert to the power imbalances between the participants and course leaders/researchers.

The key research questions were:

1. What are the benefits, if any, of delivering a bespoke CPD programme with a focus on supporting EAL learners?
2. What are the barriers and enablers experienced by teaching assistants in delivering their interventions?
3. What lessons can be learned from the CPD partnership?

This was a small-scale study, an evaluation of a CPD programme, which intended to gain the views of all participating teaching assistants, their WBAs and the management of the schools in which they worked. In the first instance, a paper-based questionnaire was distributed to those enrolled upon the programme, as well as their WBAs. The questions for this initial questionnaire were:

- Why did you embark upon/support this specialist CPD programme?

- What do you hope to gain/ what do you hope the participant will gain from this programme?
- What do you consider the barriers are to successful completion of the programme?
- What support network do you have/provide in order to engage fully with this programme?

Seven responses to the initial questionnaire were obtained. Six of the respondents were teaching assistants who had undertaken the programme and one was a WBA. The research team acknowledge that response rates to questionnaires are often low (Bell, 2005:148), particularly when it is not distributed personally. A thematic analysis of the qualitative responses helped to determine a broad set of open questions for the interviews in the next phase. These were:

- What has your involvement been on the specialist EAL focus programme?
- Since completing the programme, what impact has it had on: your personal and professional development? pupils and their families? colleagues and their practice? the wider school (leadership /systems/ processes)?
- What challenges have you faced since the programme finished?
- To what extent have your expectations been met/exceeded?
- What lessons can be learned from the development of the programme? What recommendations would you make if it was repeated?
- What are the next steps for you?

Following successful completion of the course, all participants were invited to take part in a follow-up semi-structured interview which aimed to further interrogate the questionnaire responses using the questions above. Four participating teaching assistants agreed to this and there were no responses from WBAs or managers. Acting ethically and respectfully (Bell, 2005), interviews were conducted at a time, and mode, convenient to the interviewees.

Open questions were posed during the telephone interviews, which each lasted up to thirty minutes, and the responses were recorded by a member of the research team. At the end of each interview, participants were given the opportunity to select their own pseudonym for dissemination purposes, as advised by Allen and Wiles (2016). Data interpretation was inspired by Bazeley's (2013: 101-111) 'pathway to analysis'.   A coding process was applied to the initial questionnaire data and significant themes emerged as a result, which helped to answer the research questions. These themes were then used to inform the questions for the follow-up interviews. Once data had been collated from these interviews, themes across both sets of data were reviewed, refined and named.

Findings and Discussion

Emerging themes from the initial questionnaire centred around the participants' own learning during the programme itself and their ability to implement what they were learning within their workplace. These themes were used to inform the follow-up interviews, in particular the factors which influenced each participant's application of their learning within their school context on completion of the programme. The themes which emerged from the initial questionnaire and follow-up interviews fell into three main categories; motivation, personal and professional development and wider impact on the school in which the participant was working.

Motivation

The theme of 'motivation' arose from scrutiny of the initial questionnaires, both from the participating teaching assistants themselves and from the respondent in the work-based advisor role. It included both intrinsic and extrinsic motivations.

It was apparent that respondents to the initial questionnaire yearned to learn more about the subject of EA), for their personal and professional development, (discussed further in theme 2). In line with Vroom's expectancy theory of motivation (Vroom, 1964; Parijat & Bagga, 2014; Miner, 2015) the respondents felt that the course would bring just rewards and they believed in their own ability to complete the course of study. Though most had

been encouraged to attend by their employing school, each ultimately had the freedom of choice to undertake the course, they were motivated by the opportunity to learn a relevant subject and the course was provided for them in a local area.

What is more, respondents seemed to be intrinsically motivated to help others and were not exclusively motivated by self-interest. Their desire to better support EAL learners in school and their eagerness to share knowledge with others in school were paramount. Giving a reason for this one questionnaire respondent wrote, 'I know mentors and teachers struggle with differentiation for EAL learners' while another said, 'I hope to gain skills to help EAL children'. Amongst those surveyed, the overarching motivation was to improve outcomes for EAL learners, largely expressed in terms of the impact they hoped they would have in school as a result of the programme, 'I would like to be able to help my EAL students to enable them to access the curriculum'. Furthermore, the WBA who took part in the survey appeared to point towards motivation aligned to helping others and the impact upon others, rather than focusing upon self-interest and gain. Rewards were not financial ones, but rather her desire to see 'these strategies shared across school so that the impact on the learners is widespread'.

In the initial questionnaire, all respondents (QRs) identified professional and personal motivation to sign up to the programme. They saw it as a means to improve their own learning. All identified different levels of knowledge and experience of EAL prior to commencing the programme. Whilst some had an existing personal interest in the subject matter, at the time of the programme all were working with EAL learners and recognised the relevance of the course to their role.

This notion of relevancy underpinned the theme of motivation, also reflected in work-based learning in wider literature (Zepeda et al., 2014; TDA, 2009; Fogarty & Pete, 2004). Adult learners are 'relevancy orientated' (Zepeda et al., 2014: 295) and where learning starts outside the workplace but 'continues at the worksite' (Fogarty & Pete, 2004:61;) relevancy is foregrounded (Zepeda et al., 2014) and as a result has more impact upon practice.

This was echoed by respondents to the semi-structured interviews (IRs). Gemma commented that 'having worked with EAL learners for 2 years I felt training was lacking in this area', despite 'the school [where she works having] 80% EAL pupils'; while Sheila hoped to be able to 'gain knowledge… and influence the school's policies and planning for such children and thereby influence decision making'. Some saw the course as important professional development in its own right, for example two of the IRs identified future career aspirations as an EAL specialist, while one was immediately inspired to apply for initial teacher education.

Despite their current roles, some with several years' experience, most QRs felt inexperienced in the field with the majority expressing their desire to improve both their knowledge and skills around supporting EAL learners within school. This proved a key motivating factor for engagement with the course in the first place, as well as for their continued commitment as the course progressed. This was despite a number of barriers identified by the QRs during the programme itself. The issue of 'time constraints' (Lizzy) was noted again by all IRs, while Lizzy also explained how 'everything was done in my own time'. This included managing the demands of the course, which took place after school, with their role within school and their personal life. As many also had caring responsibilities, time pressures proved challenging, yet all highlighted how the course had 'exceeded expectations' (Sheila, Gemma, Sal and Lizzy), at least in part. Despite the course being highly relevant to each school's context, none of the IRs identified being given any additional time by senior leaders during their working day to plan and implement some of their new learning or to undertake their project, a requirement of the course. Sheila felt that being unable to 'gain the support of senior leadership' was a barrier and that 'no one could give me the time', yet she remained positive and valued the learning gained. Two of the QRs commented specifically on the perceived lack of systemic support from the school where they worked.

Despite this, QRs saw their own personal motivation as crucial to their success on the course. Many commented on personal and professional networks which supported and validated this engagement. These networks ranged from family members to both formal and informal support from colleagues at school to peer and tutor support on the course. Of

the seven QRs, four identified such peer support networks as being crucial to their learning experience and ongoing motivation. Almost all of these saw this emerging community of practice in a positive light, both during sessions themselves but also through the social media group established. This enabled participants to keep in touch and support each other's learning. In the follow-up interview, one IR noted that this had extended beyond the duration of the programme itself, 'we have a WhatsApp group, we still have it' (Gemma). Wider support networks were also identified as important in enabling the participants to undertake the course. Whilst this support network was largely a professional one, some did identify family support, as well as tutor support. Though not all participants had a work-based advisor, a recommended model for all those on the course, all QRs were able to identify some colleagues at school who were able to offer support.

For some, their motivation extended beyond the life of the programme itself as the learning community enabled them to draw support from a network of colleagues which has continued beyond the life of the course (Harris et al., 2010; Ferrandez et al., 2016). Whilst some of the participants maintained contact and developed a virtual support network, the wider engagement of the schools themselves and the local authority who commissioned the course was highly limited post course completion.

Personal and Professional Development

The perceived impact, that participants felt the programme had on their own development, fell into the following categories: professional development, including subject specific knowledge and pedagogy, and personal development. All acknowledged that the programme had significantly improved their knowledge and understanding of EAL and equipped them with strategies to better enable EAL learners to access the curriculum. They recognised that their professional knowledge had improved in a number of ways, specifically in understanding ascription, assessment of language proficiency, reading development, as well as an underpinning inclusive pedagogy.

Participants came to recognise the contested definitions associated with EAL and identified that, initially, there was not a shared understanding of this term amongst the group or

within their schools. Reviewing the definition identified within the school census guidance (Department for Education, 2019) it became clearer that this definition captured a broader group of learners than previously considered. As Lizzy commented, 'I hadn't worked with EAL children, well I had but didn't realise'.

Ascription was a key concept that IRs noted as part of their professional development. For example, Lizzy noted that, by developing a deeper understanding of ascription, she was able to identify and amend protocols: 'I thought here's an opportunity. We did have EAL children in school'. Some IRs reflected upon underpinning parental concerns linked to ascription and another considered the way in which the school admission protocols may have inhibited capturing the linguistic repertoires of bilingual (or multilingual) learners, due to admission protocols which fails to capture detail relating to children's languages. Three IRs noted that ascription protocols had changed as a result of their attendance at the course with a deliberate attempt to secure data relating to home language. However, one IR noted that her attempts to improve ascription were not recognised by the school's senior leadership team.

One noted that protocols had not been sufficiently understood or explained to parents, who themselves had a first language other than English:

> *When I looked at the database a lot of them said they were English and weren't down as EAL cos parents weren't putting them down cos they were born in England. So, they wouldn't be flagged up but their first language wasn't English, either Punjabi or Urdu*
> *(Lizzy)*

Arnot et al. (2014:12) identify this 'ambiguity' and 'limitations' in use of term 'EAL' (2014:12), in turn leading to inaccurate or non-existent records being kept by schools (Braken et al., 2017; Matras & Robertson, 2015) ultimately impacting on the quality of provision. The views shared in this research reflected these wider concerns around contested definitions.

QRs recognised the course had improved their understanding of assessment and enabled them to recognise prior learning more effectively. Some were able to make changes in existing protocols to enhance the formative nature of the assessment of EAL learners.

QRs also identified that the course had enabled them to identify barriers to pupils' reading development, and were able to implement strategies to facilitate support their access to texts, differentiating according to need:

> *using the strategies to help them with comprehension, a lot about putting the words into context, children will put their hand up and we'll put it into a real-life context. have the meaning behind what they are reading (Sal)*

One QR undertook an after-school reading project with parents and children, which has been so successful she was asked to share her approaches with colleagues:

> *I know that they have started looking at reading more, the project was about reading. Different year groups now have reading with parents in the morning. Lots of parents come for 5-10minutes. I was asked pointers about reading with parents. After school reading project, across 3 classes in the library*

> (Gemma)

Whilst their subject knowledge improved as a result of the programme, at the same time QRs and IRs acknowledged that they developed a greater understanding of inclusive pedagogy as a principle, as well as specific pedagogical approaches to apply. They aspired to improve their own professional impact, as well as having a wider influence on school polices and processes. Comments from one QR included a desire to 'embed what I have learnt into my school', with others stating, 'I hope to have a positive impact on EAL… an advocate for all EAL pupils to be treated and respected equally within school' and a wish to 'help the school I work in, create more of an understanding of EAL pupils'. What also emerged as part of their own professional development was their own changing views on what effective support for EAL learners actually meant. Participants were able to reflect upon what support looked like in their own school and, in some cases, challenge the efficacy of that practice. A number of the QRs felt that what they had learnt about assessment and planning enabled them to more fully enable pupils to engage with the content of their lessons. As one QR stated, this learning helped her to more effectively 'assist EAL learners to access the KS3 and KS4 English

curriculum'. Gemma stated, 'I have a better understanding of what children know and (therefore) how to support them'. Lizzy commented on how her understanding of support changed after she had completed the course:

> *We had a couple of children enter our school who spoke Spanish and they didn't have much English, a little but not a lot. I was straight on that to help them, making table mats. But I really needed to know how much they could speak rather than going full on. I used the framework (from the course) to do that to see how much they knew and progressed from there*
>
> (Lizzy)

When unpicking the notion of support, it was clear that QRs had commenced the course with contested views of what support looks like. This corresponded with wider research which examined the roles of TAs and identified the ambiguous nature of this concept (Bosanquet, Radford & Webster, 2016; Webster, Russell & Blatchford, 2016). Against this background of an already unclear concept, for a number of QRs, the course represented their only training on EAL. It became apparent that most came from schools where mainly monolingual approaches were used and where EAL pedagogies were mostly not being considered. One IR recognised that previous practice in her school was monolingual, thereby excluding many learners and their families. She explained how she had proactively sought to eliminate exclusionary linguistic practices. As a result, she had developed approaches to enable translation of the school webpage for parents, using available resources:

> *I had google translate put on the website so the parents could use it. I also had it put on the ipad, I know it's not precise but it's better than nothing*
>
> (Lizzy)

Lizzy also adopted a bilingual approach when supporting learning in the classroom, for example she created 'a mat with polish words and English to see if that helps her'.
Nevertheless, on the whole, respondents did not expand their notions of intervention or support beyond that of accessing the school curriculum by means of improving their English skills.

In addition to the impact on themselves as professionals, the participants' personal development, in terms of their attitudes and attributes, were also affected. The participants' use of phrases relating to feelings of confidence and positivity when discussing their learning from the course, show that the course had an impact on them beyond the acquisition and application of specific knowledge. The structure of the course facilitated high levels of self-reflection and challenge to their own current beliefs and understanding. It was at the point when Sal recognised how other colleagues were seeking her advice and that the school wanted to utilise her skills and resources, that she made the decision to enter the teaching profession. Despite her having an interest in teaching and already being qualified to degree level, she had previously felt concerned about the workload. By engaging in this CPD activity and being encouraged and supported, her confidence had grown. Gemma reflected upon the impact in school and upon the development of initiatives such as 'reading with parents'.

In their own study of teacher CPD, Burchell, Dyson & Rees (2002: 228) recognise these 'affective, motivational and value-based dimensions that suggests to us a more sustained and secure shift in professional development'.

However, as well as a noted positive impact on knowledge, understanding, levels of reflection, confidence and passion, the course also produced a degree of dissatisfaction from the participants. In the follow-up interviews, regardless of the perceived level of impact the course had had on the school, IRs identified some levels of dissatisfaction with their own ability to apply their new knowledge and influence practice further in school.

> *I'm not sure what I want to do myself with the information I have. I feel quite a passion to be honest and sometimes the passion is allowed to come out but only allowed to come out so far and because of my role*
>
> (Gemma)

Referring to Gustavs and Clegg (2005), Lester and Costley (2010: 569) argue that work-based learning can often 'act as a catalyst for learners to move out of their organisations', citing 'inflexible' work environments or because learners have 'developed beyond what their work contexts could reasonably be expected to offer'.

Impact on school

The role of senior leaders in school appears to be key to ensuring that the course had greater impact beyond that of the individual. In their initial questionnaire, all QRs referred to the role of key people within the school during programme itself. This became more prominent in the follow-up interviews, when participants discussed their perceived impact within their school environment.

Three IRs noted that ascription protocols had changed as a result of undertaking the EAL course, with a deliberate emphasis on securing data relating to home language. However, one did comment that her attempts to improve ascription had not been acknowledged by senior leaders in school. Although ascription itself is no guarantee of effective provision for EAL learners (Demie, 2018), nevertheless, the role of leaders in school in effecting change is widely recognized (Day & Sammons, 2014).

Two QRs commented on projects which involved parents of EAL learners. They felt that these had an impact on the school and attracted the attention of school leaders. For example, Sal chose to undertake a project focussed on parental engagement. This, she felt, had enhanced her own involvement with parents beyond the duration of the course:

> *my work based project was about parental participation. Now I work quite closely with the parents eg parents evening, meet and greet. (Sal)*

Gemma's after-school reading project with parents and children improved her ability to build relationships with the school community commenting, "I am probably more confident about talking to parents, approaching parents". Her project was deemed to be so successful that she was asked by senior leaders to share her approaches with colleagues.

Three of the four IRs were able to identify a level of impact on the wider school and its systems and processes, ranging from small changes in data collection on pupil entry to

enhance ascription, to improved assessment with 'better target setting systems, half termly. That's a good change' (Sheila).

IRs also identified a sense of achievement and satisfaction when this was the case. One commented:

> *Through the information I have passed on, I have heard that things are going well. It's almost like it's not for nothing, it's going to be used 'cos quite often you go on a course and it's for nothing.*
>
> (Lizzy)

Another commented:

> *I know that the programme I used last year is being used in school. With us having such a high number of EAL (learners) there were times when people came to me and said oh you've done the course can you advise what I could do, sometimes it was the teacher (who came to me) because of the course.* (Sal)

Despite the comments above, wider school impact was sometimes perceived to be limited or non-existent. In these cases, respondents felt that the responsibility for this lack of impact lay with school leaders, as they perceived themselves to often be outside a sphere of influence. For example, Sal commented, 'I would like to implement my project, but I would need to ask my line managers' (Sal) and 'I can't do it 'cos I'm only a TA, I don't have the authority'.

When asked about impact on colleagues in school, another commented 'not really no, I mean there's a few that if I talked to, they would listen but it's the school, a lack of respect, that's the school' (Sheila).

However, where advocates were in positions of authority, for example being a member of the school's senior leadership team, all IRs felt that they could have a greater impact. For example, Gemma commented:

> *I was asked to talk about the project with the EAL co-ordinator and Deputy Head about the project explained to other colleagues about the project. I was asked to tell teachers about it. Now the reading takes places more in different classes.*

Clearly, in this case, the relevance of the programme had been recognised by a senior leader, who was then able to influence the wider application of the participant's project. This, in turn, led to the implementation of a whole school approach.

Conclusion

This small-scale research project set out to evaluate a CPD programme, designed to enhance the skills and knowledge of educators working with children exposed to languages other than English at home, and responding to an identified need within the local education system. This funded opportunity was offered to teaching assistants who were regularly expected to care for and educate these children yet had little or no relevant training. The teaching assistants attended CPD sessions in their own time, demonstrating a motivation to enhance their personal and professional development as well as altruism to support others.

Feedback from the participating teaching assistants suggest that the EAL CPD programme itself a was not merely a training course to upskill them. Rather, it was able to explicitly support 'the development of 'meta-skills' or capabilities that enable people to become self-managing practitioners and self-directed learners' (Lester & Costley, 2010: 562). Furthermore, Biesta's (2010) elements of a good education were in evidence: qualification (a credit-bearing award at level 4), socialisation (TAs become visible within their schools and a network was developed which extended beyond the programme) and subjectification (Biesta, 2010; Biesta, 2020), where the individuals had the freedom to identify need, choose a relevant project and consult with others to develop aspects of practice, all building upon their prior strengths and utilising their new learning.

Whilst some of the schools involved had implemented changes to their practice, it remains clear that full and sustained impact on school policy and practice remains beyond the reach of a one-off CPD programme, albeit one that clearly had significant impact on the individuals who attended. Without a continued commitment from the schools, the commissioning body themselves (in this case, the local authority) and national Government, impact which is sustained and reaches beyond the individuals directly involved is unlikely to be achieved. In their study of a teacher CPD programme, Burchell, Dyson & Rees (2002: 228) suggest that

'the need for tutor and peer support does not necessarily end with the taught programme' and indeed a small social media network, created by the TAs themselves, began to address this. However, it can be argued that, in addition to tutor and peer support, institutional impact requires sustained and systematic structures to support and disseminate the learning. In this case, a knowledge exchange forum, such as a local authority or schools led EAL network, may have been a useful way to extend the influence of the course. As Lester and Costley (2010: 565) argue, 'the practice and theorisation of work-based learning need to continue evolving in order for the field to become more mature and confident in integrating learning for the immediate context with learning that develops underlying capacity as a capable practitioner and builds capacity within learners' organisations or communities of practice'. A lack of long-term coherence for continued professional development for teaching assistants (DfE, 2019), specialist or otherwise, risks the valuable skills learnt being lost and the impact of this expertise becoming further marginalised.

Limitations of the study

This was small scale study with a small sample size. Whilst the initial questionnaires were anonymous, they were distributed by one of the research team who had also taught on the programme. This could be seen as a potential influence on respondents so to address this, an independent researcher was recruited for interview and analysis purposes. Both teaching assistants and work-based advisors were invited to undertake the initial questionnaire and the follow-up interview. However, only one work-based advisor chose to participate. As a result, the perception of relevant colleagues in school have not been taken into account, as had been planned. In addition, the research did not seek the views of EAL learners and their families.

Implications for Practice and Further Research

Effective and specialised provision for EAL learners is too important to be left to chance opportunities for practitioner CPD. The programme that was the subject of this study seems to have made a significant impact on those who took part, not only in terms of their personal learning, for example relating to an understanding of funds of knowledge and

multilinguistic maintenance, but also upon the impact on their practice. Ultimately, this began to address any disparity of educational experience for these children. In addition, some of the schools involved made changes to their policy and practice, as a result of a staff member attending the course. However, the study has also raised other important questions. Longer term impact needs to be measured both in terms of impact on the participant but also, and perhaps more crucially, impact upon the EAL learners. Though outside the remit of this study, the need to hear the voice of learners and their families in future research will provide a deeper insight into how to sustain impact and what sustained impact actually looks like. In addition, without a sustained regional or national drive, these school level changes are will most likely depend on the attitudes and priorities of the individuals leading each school, regardless of the enthusiasm and motivation of those who participated in the CPD.

Notes on contributors

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Joanne Clifford Swan spent 26 years in primary education, with leadership roles at school and local authority level. Since joining the higher education sector, she has undertaken a range of responsibilities, most recently as Head of Education, Childhood and Early Years at Northumbria University, Newcastle, UK. Her responsibilities included initial teacher training quality assurance and school partnerships. Joanne's research projects include educational partnership working, as well as the use of pre-service teachers to impact on pupil progress, with a focus on primary literacy. Joanne currently leads a literacy project which supports non secondary English specialists in school to improve pupil outcomes. She also leads a consortium of regional schools and training providers to deliver CPD to early career teachers.

Kay Heslop

Kay Heslop has worked with people of all ages in her roles as Early Years Professional, Teacher, Youth Leader and Police Officer over the past 35 years. Throughout this time, Kay has endeavoured to develop inclusive, authentic and motivational educational activities which meet personal interests and build upon current skills. Kay's current role is Director of Education (CPD) and Programme Leader at the University of Northumbria (Newcastle) where she leads part-time programmes for work-based learners. Kay's recent doctoral research, completed at the University of Sheffield, involved Early Years Practitioners as co-researchers. Together, Kay and her co-researchers investigated the inclusion of older adults in the lives of young children in an urban Forest School environment. In doing so, they explored interactions, knowledge exchange and the benefits of such activity.

Fiona Ranson

Fiona Ranson qualified as a primary school teacher in 1990 and worked in schools across the North East of England. She has also worked in further education, teaching English as a second language. Fiona led a team of advisory teachers within the Ethnic Minority Achievement Team in a local authority and worked as an advisor within a school improvement team, specialising in English as an additional language (EAL), Equalities, Inclusion and Literacy. Fiona has a MEd in Bilingualism in Education and is currently undertaking PhD at Northumbria University entitled *Identifying 'best interests' provision for Unaccompanied Asylum-Seeking Children, who are trafficked: finding 'home.'*

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Exploring Barriers and Opportunities to Black Nurses' Professional Development

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This paper presents the findings of the lived experience of black and minority ethnic (BME) nurses when applying to access training and development programmes in the National Health Service (NHS). Research has shown that black nurses in particular, are less likely to be selected for training and development programmes when compared to their white counterparts which can impact on the quality of care given to patients. Despite interventions in place to promote equal opportunities, oppressive practices persist.

A conceptual model of issues to be considered in the development of an equality framework has been proposed to help facilitate improvement in training opportunities for black nurses. The framework has been proposed on the basis that taking a collective approach to a longstanding problem to include stakeholders such as black nurses, NHS Trusts and the Government, may help towards improving training opportunities for black and minority ethnic nurses.

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Introduction

The discriminatory practices towards black and minority ethnic (BME) nurses working in the NHS have led to the loss of valuable staff (Unison, 2019; Nadeem, 2019; RCN, 2017). The term BME is normally used in the United Kingdom (UK) to describe people of non-white descent (Institute of Race Relations [IRR], 2017). Whilst the term BME is used in this paper, the researcher acknowledges that the term is problematic as it conflates physical characteristics with geographical identity and fails to recognize individuality, which suggests that BME people are a homogenous group (BBC, 2020). Additionally, Black, Asian and Minority Ethnic people do not share the same experiences therefore the term BME is not equivalent in its usage (BBC, 2020). For the purposes of this paper, the socially recognised concept which is used to describe the term 'Black' is thus: *In practice, it refers to persons with sub- Saharan African ancestral origins with brown or black complexion* (Agyeman, Bhopal & Bruijnzeels, 2005: 1014 – 1018).

Discrimination has been described as the unfair and unjust treatment of a person because they possess certain characteristics such as age, race and religion (Equal Opportunities Commission [EOC], 2021). The EOC (2021) argues that everyone is protected from discrimination by the Equality Act, 2010 (Equality and Human rights Commission [EHRC], 2010) as they possess some of the characteristics under the Act such as: age; gender; race; disability; religion; pregnancy and maternity; sexual orientation; marriage and civil partnership and gender reassignment.

According to the EHRC (2019), there are three types of discrimination which are: direct, indirect and discrimination arising from disability. Direct discrimination refers to treating someone with a protected characteristic less favourably than someone without a protected characteristic, for instance refusing a student entry to education (EOC, 2021). Indirect discrimination is said to have occurred when a policy may place someone at a disadvantage in the workplace. For instance, in the case of religion, a person who has to work on a day that they would be attending church would be classed as being discriminated against indirectly (EHRC, 2019). Anyone who has a disability and is treated unfavourably as a result is said to have been discriminated against (EOC, 2021).

Although a body of literature exists on discriminative practices towards black nurses within the NHS, research specifically aimed at the proclivity of discrimination within the NHS, the effect this has on individuals, as well as its impact on the wider organisation, has been sparse. Additionally, there is a dearth of knowledge on the development of senior black nursing clinicians within the NHS, an omission that serves as a restriction for the career progression of a younger generation of black nurses. This would appear to be through a lack of available support and access to important knowledge for overcoming discriminatory practices that serves to exclude and hinder career development. In particular, little is known on the impact of leadership on career advancement, especially from the experience and perspective of black nurses. A report produced in 2002 (Eliot et al, 2002), found that progress in terms of career development for senior black nurses was limited. Written almost two decades ago, the report bears parallels to the current situation where the nurses face barriers in the pursuit of their professional goals. It found that black and minority ethnic nurses were being blocked from progressing into leadership positions with representation at the most senior levels being an unusual occurrence. BME nurses are still under-represented in senior positions (NHS England, 2018; Kline, 2014). Due to racial discrimination, they continue to fight an uphill struggle for equality (NHS England, 2019; Stephenson, 2019). This has resulted in difficulty accessing career development training both clinically and managerially, the effect of which is damage to their careers (NHS England, 2019).

As a black woman nurse specialist working for the NHS, I was concerned with the unequitable practices I observed within my organisation, especially as it was reported that levels of discrimination were highest for black employees in the NHS and were highest amongst black nurses (Merrifield, 2015). When deciding on a career path, the core values of the NHS (core values explained below) were a factor in my choosing to work for the organisation, coupled with the expectation that those entering the nursing profession shared the same beliefs. However, observing staff in action in their various roles, led me to a reality that presented a different picture. Behaviours fell short of the NHS's core values with discriminative practices being an ongoing area of concern for me especially when it came to black nurses accessing training and development programmes as compared to their white peers.

With the absence of 'black voices' in clinical practice, it evoked a curiosity as to why little had been done to address this situation. My concern was also with why discriminatory practices appear to remain despite interventions being put in place to address this situation e.g. leadership initiatives such as the 'Breaking Through' programme aimed at improving the work environment and services for BME staff (Coghill, 2014). The decision was taken therefore to explore this phenomenon especially as with occupying the role of Clinical Nurse Specialist in Infection Prevention and Control, there was a notable shortage of senior black nursing practitioners within this area who could provide such insights and to act as positive role models.

Background

The NHS is a publicly funded healthcare organisation that was set up in 1948 (Gov.UK, 2016). It was born out of an ideal that good healthcare should be available to all regardless of wealth. Treatment is free at the point of use for people resident in the United Kingdom (Gov.UK, 2016). The NHS constitution, which was created to protect the NHS, stipulates that free high-quality care should be central to its existence. At its core, the values of the NHS are:

> *Respect and dignity for all individuals; Commitment to quality of care; Learning from mistakes; Compassion, where staff are humane to those being served and also to the people they work alongside; Improving lives through the measures put in place to ensure the health and well-being of all; Working together for patients where the needs of patients and communities come first; Everyone counts, where no-one is excluded and resources are used for the benefit of all* (Gov.UK, 2016).

After the Second World War, there was a call from the British government for black people from the commonwealth countries to help rebuild Britain (Henry, 1985). Nurses from the British colonies were recruited into roles that were difficult to recruit to, jobs that the indigenous people did not want to do such as working in mental health and care of the elderly (Ali, Burns & Grant, 2013). Ali, Burns and Grant (2013) assert that having a diverse workforce was often considered a problem by the health service. John (2015) expounds that receiving racial abuse was not unusual for black nurses when tending to patients. Words

such as *'Get your filthy black hands off me,'* or *'go and get a white nurse to attend to me and go back to where you came from'* (John, 2015: 2) were commonplace.

The NHS was built on a diverse workforce and continues to depend on a diverse workforce (Jones-Berry, 2017), yet a report by the Workforce Race Equality Standard (WRES) expounds that it is apparent that BME nurses and midwives are severely and persistently disadvantaged in the workplace which in turn has led to an acute shortage of qualified health professionals (Nadeem, 2019). Figures published in September 2017 reported that the NHS was short of 40,000 nurses (RCN, 2017). BME nurses are disadvantaged when it comes to accessing professional development opportunities as they are less likely to be selected to attend such programmes (Kline & Prabhu, 2015). Discrimination against BME staff has been an ongoing concern within the NHS for many years (Kline, 2014, Archibong & Darr, 2010). With the Chief Executive Officer (CEO) of the NMC describing it as a disgrace, reports suggest that there had been a rise in discrimination against BME staff from 13.8% to 15% in the year from 2018 to 2019 (RCN, 2019, NHS WRES, 2019). This was in contrast to the experiences of white staff in the NHS where discrimination was just 6.6% (NHS WRES, 2019).

Section 149 of the Equality Act 2010 (EHRC, 2010) sets out the moral and legal duty that public bodies like the NHS must adhere to and expounds that discrimination, harassment and victimisation is unlawful and should be eliminated. Known as the public sector Equality Duty (EHRC, 2021), it was established by the Equality Act, 2010 and came into force in 2011 (EHRC, 2010). Public bodies must be transparent and they need to demonstrate how they are complying with the Equality Duty through the publication of relevant information (EHRC, 2021). Additionally, public bodies need to publish information on decisions made and the equality data underpinning those decisions (EHRC, 2010). Although the Equalities Act does not clearly refer to education and training, it could be argued that the right to 'fairness' for professional staff should include access to appropriate education and training that would permit progression within their chosen profession. Yet evidence suggests that when attempting to access training and promotion opportunities, whether it be clinically or managerially, black nurses continue to face discrimination in the form of racism in the NHS (Unison, 2019; Kline, 2014).

Policy documents have reiterated that continuous professional development (CPD) should be a partnership between the individual and the NHS organisation, providing equal opportunities for all staff members (DOH, 2001; 2003; 2004). CPD which refers to a professionals' learning, is a means of enabling learning to be conscious and proactive rather than reactive and passive. Through having a structured, practical approach to learning, this facilitates the retention of key staff, developing their skills and knowledge within the organisation and also provides the continual upskilling of the individual so professional and academic qualifications do not become outdated or obsolete (CPD, 2021; RCN, 2018). It safeguards the individual and their career, the public and the employer (CPD, 2014) as practice based on the latest evidence, ensures patient safety and public protection through the provision of a quality service (RCN, 2018) and professional recognition and membership for the individual.

Based on my concerns, the research question for this study was:

What are the lived experiences of BME nurses when trying to access training and development activities through clinical supervision and leadership including the NHS's stance on cultural competence training for nurses?

Research design

A research approach was sought that would enable me to engage with the research question at an idiographic level, in other words, an individual or unique level (Flowers et al, 2005). Interpretative phenomenological analysis (IPA) is a method that is popular in exploring qualitative data (Pringle et al, 2011, Laverack, 2005) and was therefore utilised for this study. Individual interviews, focus groups, diaries and documents are the most common collection methods or research instruments used in IPA (Smith et al, 2009). IPA was chosen for this study as it places emphasis on the researcher being involved in the process of interpretation and seeks to describe in precise detail, a phenomenon that is experienced by the individual with the focal point being on the subjective experiences of the individual and it is personal (Smith & Osborn, 2015; Letts, 2003).

A diary in the form of a reflective journal was commenced at the start of the project as a learning tool and a means of being transparent where the researchers' experiences, thoughts, feelings and opinions would be visible (Ortlipp, 2008). Flowers et al (2005) recommend that researchers engaging in IPA, should by being able to make notes and look back over the course of their learning journey, enable the charting of the researchers' development and allow the opportunity to make sense of anything new that emerge, like new concepts. The journal served as a means of self-reflection for me the researcher, in which thoughts and feelings could be critically analysed and in turn facilitate the development of new perspectives enabling further exploration. This was to facilitate a moving forward, leading to behavioural changes (Freshwater et al, 2008).

Literature review

Following a review of the literature, critical race theory (CRT) was used as a framework in the project to critique the literature and findings regarding the role of race and racism that maintains the status quo of racism (Huber, 2008). CRT emerged in the 1970s in the United States of America (USA) in response to the slow rate at which the racial equality laws were changing (Cole, 2007). Despite civil laws which stipulate that all human beings living in society are entitled to be free from discrimination and lead happy and healthy lives, free from people and organisational intrusion and unwarranted persecution (Cole, 2007), CRT proffers that societal racism or white supremacy in which white people are privileged, is maintained over time with the law being seen as a possible contributor (Crenshaw et al, 1996).

Sampling

Examining the lived experience is central to the research philosophy of IPA, which argues that the only reality that we know is that which we have experienced (Llamas, 2018). In order for the collected data to be valid, it needed a good sample group (Simon, 2011). In other words, the participants needed to be members of the group that was under study

(Simon, 2011). The qualifying inclusion criteria for the sample group were that they had to be trained nurses from a BME background who currently or previously worked in the NHS. The exclusion criteria were untrained nurses.

In line with the research topic, a purposive sample would consist purely of black nurses in order to create an homogenous group so that the research is relevant and of personal significance to the participants where they have experienced a particular phenomenon (Noon, 2017). However, whilst the issue being dealt with had a focus on the apparent discriminatory practices experienced by black nurses in the NHS, the decision was taken to widen the participant group to include trained nurses across all ethnic groups. The reason this decision was taken was two-fold. Firstly, due to the sensitive nature of the subject matter i.e. exploring the lived experiences of black nurses when applying to access training and development programmes, it was felt that gaining access to the nurses to collect data would be fraught with difficulty. For instance, it may have repercussions for those taking part in the study and place them at risk of recriminations (Bankert & Amdur, 2006) or the organisation may view the research suspiciously and refuse the researcher access to collect data. Secondly, James et al (2019) assert that collecting data presents the opportunity for the researcher and participant to connect and gather information that will form the findings of the study; therefore it was paramount that the data was aligned with the aims of the research to allow for robust analysis.

Online survey questionnaire

The data corpus included utilising an online survey questionnaire as a means of exploring how nurses access professional development in order to ascertain an idea of the breadth of the issue being investigated. Sofaer (1999) argues that the data enhances understanding of the context of events as well as the events themselves. This was in line with the study which sought to give an authoritative voice to the practitioner working within the NHS amongst their professional peers. Phase one of data collection with the online survey questionnaire commenced in March 2017 with a medium sized general hospital. Before embarking on the main research study, a pilot study otherwise known as a feasibility study (Teijlingen & Hundley, 2001) was conducted to test the research instrument (Kim, 2010), which in this

case was the survey questionnaire. Undertaking a pilot study was important because it facilitates good study design and it can alert the researcher to potential failure of the main project (Teijlingen & Hundley, 2001, Perry, 2001). The survey response rate was low despite sending 3 reminders to the hospital. From the answers given in the survey questionnaires, the plan was to identify what would be considered information-rich data, based on the principal research question (Abrams, 2010; Bryman, 2015). In other words, those participants who shared information that warranted further investigation would be interviewed to enable an in-depth examination of the research issue.

As the response rate for the survey questionnaire was low, another organisation, which was a hospital for the mentally ill, was approached to gain access to potential participants. Access was granted and the survey questionnaire was circulated to the nurses. The response rate in this instance was also extremely low. Despite repeated reminders, 5 responses were received from approximately 100 nurses. It was decided with permission from the service director, to attend the hospital in person to collect data. This course of action was taken as it would eliminate any computer access issues which had occurred in the previous hospital. It also meant that there would be a captive audience by directly administering hard copies of the survey questionnaire along with a confidential and secure location to submit them anonymously. A total of 15 participants completed the survey questionnaire of which 14 hard copies were completed manually and 1 completed online. A total of 40 survey questionnaires were completed and used in the research project. I then went onto phase 2, which was the interview stage.

Interviews

After collating the responses following the pilot study of the interview questions, the interviews were the next stage for the main study. The intention was to interview approximately 12-15 participants to allow for rigour and trustworthiness but only 6 participants from the general hospital responded so another hospital was sought which as mentioned in phase 1, was the hospital for the mentally ill. However, although 3 staff members consented to being interviewed, only 1 participant presented for interview. The decision was taken to widen the search by snowball sampling in which the existing

participants who had taken part in the project, helped to recruit their acquaintances from their community of practice. Halcombe and James (2019) argue that the researcher should be sufficiently flexible to adjust the data collecting process as the project progresses or if circumstances are not as predicted. This action yielded a further 6 participants and a total of 12 nurses were interviewed for the study. Data collection was completed in 2019.

The questions contained within the survey questionnaire were used as the basis for the largely semi structured interview questions after grouping them into themes. As the study used a phenomenological framework, it required that the interviews should also consist of open-ended questions, which allows the participants to relate to their experience of the phenomena under study (Llamas, 2018). Scripted questions were compiled as it allowed the flexibility to probe the participants' answers (Laverack, 2005). The interview questions were developed to align with the methodology of the study and the gaps in the researchers' knowledge. Individual interviews were chosen as it enabled the participants to describe their experience in more depth thereby providing more meaningful explanations (Tahan & Sminkey, 2012). Individual interviews also enabled further exploration of the emerging themes through the data that was collected via the survey questionnaire. Additionally, being able to interview the participants allowed the building of rapport between the participants and researcher as it was paramount that a trusting relationship was established (Tahan & Sminkey, 2012). This would also help to overcome any barriers and fears that may have impinged on the research process which could prevent honest disclosure (Trier-Bieniek, 2012).

The interviews were conducted face to face or via the telephone. It was important to consider contextual feasibility of the study and to ensure that the participants were agreeable with the data collection methods (James et al, 2019; Polit & Beck, 2017). Semi-structured interviews were chosen for the study, as they are not as time consuming as unstructured interviews can be to conduct and analyse when using IPA.

Ethics

Permission to undertake this research was applied for and granted by all the institutions involved in this study. The research participants were made aware through the participant information sheet (PIS) that completing and submitting the survey questionnaire implied consent to taking part in the study. The participants were also made aware that if they decided to take part in the study, they were free to withdraw at any time without giving a reason.

Analysis of the data

Survey questionnaire

Based on Braun and Clarke's (2006) recommendation, thematic analysis was used to analyse the survey questionnaire data. Key criteria were used in selecting this approach, which are outlined as follows. Maguire and Delahunt (2017) assert that thematic analysis is arguably the most influential approach in the social sciences because it uses a framework that is clear and usable. Braun and Clarke (2006) also recommend thematic analysis as a first qualitative method as it equips the researcher with the core skills that are advantageous for conducting numerous types of analyses. Creswell (2009) argues that thematic analysis is suited to those who are new to research.

Interviews

The interviews utilised IPA as a tool for data analysis. Based on my understanding of the IPA framework and how it engages with the research questions, this was deemed to be an appropriate method of choice for this project. Smith et al (2009) acknowledges that IPA is a complex method for novice researchers but recommends that the IPA framework, which they created, should be followed by novice researchers as a guideline for analysis. Like Cresswell (2009), Smith et al (2009) argue that it requires the development of skills in order to achieve the depth of analysis that is required. Once the researcher develops more knowledge about the IPA framework and becomes more adept in its use, s/he can become more creative and deviate from the established steps.

When using IPA, the transcripts of participants are usually qualitatively analysed, systematically (Smith & Osborn, 2015). IPA is about understanding the meaning that the participant attribute to their lived experience (Smith, 2003). The interviews were transcribed and a copy of each transcript and audio recording was sent to the academic supervisors for review. All the interviews were transcribed verbatim which means the verbal data was reproduced word-for-word (Poland, 1995). In other words, the recorded information was replicated in a written format. This approach was taken to ensure the accurate capture of meaning and perception of what was shared during the interviews and was important for the context of the research and the research question. An encrypted copy of each participant's transcript was sent to them to check that the researcher had accurately captured what had been communicated by them (Poland, 1995). A timeframe of one week was given for the participants to respond with comments and any required changes. There were no requests for changes to be made.

Challenges of thematic analysis

Thematic analysis tends to be subjective as the researcher uses his/her judgement in analysing the data, therefore there is a need to reflect on one's own interpretations and choices. This includes ensuring that what is picked up in the data is actually there and making sure that data is not obscured. This was addressed by including my positionality in the research project.

Challenges of IPA

Once the data was coded and compiled into emergent themes, it was initially organised into 2 superordinate themes and 4 subthemes. On examining the data again however, it was found that some of the subthemes were essentially one and the same thing, therefore the subthemes were consolidated and the process was started from the beginning. Following further examination of the data and thinking more broadly about the emergent themes and the factors at play, the researcher organised the data into 4 superordinate themes and 4 subthemes.

Findings

Survey questionnaire

Two themes and 6 subthemes evolved from a thematic analysis of the data that was collected through the survey questionnaire. Twenty-seven females and 13 males participated in the survey. There was a higher response rate amongst BME nurses with 24 taking part. Eight white British nurses and 7 nurses describing themselves only as British also took part, with 1 person omitting to answer the question.

The data showed:

- British nurses had the highest banding compared to the other ethnic groups listed

- Asian nurses featured in higher than lower bandings

- Black Caribbean nurses tended to work within the lowest banding

- Black African nurses had the widest spread across the bandings

Using Braun and Clarke's (2006) framework, in which they assert that the researcher needs to become familiar with the data by reading and re-reading, this was duly done. The initial codes were generated from the data and grouped into themes. After generating the initial codes and the themes, they were reviewed and modified further. The researcher had originally organised the data into 4 main themes which were: **Accessible training opportunities; Unable to access training; Training inequality** and **inequality across nationalities** as when coding the survey questionnaire data, these themes seemed to feature prominently and were relevant to the research question. However, there was overlap between the themes but they were distinct themes in themselves so existing codes were modified and new codes were generated. The data was also organised into subthemes in order to capture significant findings as after reviewing the themes, it was felt that there were themes within themes. For instance, the preliminary theme 'training inequality' overlapped with the theme 'inequality across nationalities' as supported by the data.

During the modification process, the main themes were organised into broader themes with subthemes. Some of the codes fitted more than one theme. The codes that were similar, were grouped into categories as recommended by Creswell (2003) and formed into new themes and subthemes. This process was repeated and the themes and subthemes were

finalised. The final themes and subthemes that were drawn out from the survey questionnaire and used to analyse the data were as follows:

Theme 1: Training context

A total of 40 survey questionnaire respondents (nurses) expressed their opinions on training within their respective organisation. Some of the respondents had concerns with training provision, whilst other participants reported having accessible training programmes in place. Three subthemes evolved from the data.

Subtheme 1**:** Training opportunities; Subtheme 2: Inaccessible training; Subtheme 3: Improving training access.

Subtheme 1: Training opportunities

The majority of the respondents shared that they were able to access training but there were instances when the intention was there but attending courses was difficult due to staff shortages. In a few cases, a lack of funding made it difficult to access training but this was also dependent on the manager as to who was allowed to attend training courses.

Of those participants who were able to access training, they reported a good working relationship between them and their manager. There was a distinct correlation between those nurses who were able to access training, with feeling respected, being valued as a member of the team and being part of the decision-making process (n= 16).

Subtheme 2: Inaccessible training

Some of the nurses reported that there was inequality when it came to accessing training and development opportunities. The nurses who did not feel valued within the organisation, gave several reasons as to why this was the case. One nurse reported that she only felt valued if things were going well and that training was dependent on the manager. Another nurse expressed that training was only available for those whose 'face fitted' as only select staff were allowed to access training.

Subtheme 3: Improving training access

When asked how nurses could improve training access, some of the participants felt that access to training opportunities could be achieved by various means. Participants felt that in order to advance their practice, the onus to access training courses should be on the

individual nurse in which they take ownership for their training and development needs. Some of the participants said nurses should identify their training needs and speak to their line manager about accessing any identified course(s) or link their appraisals with training and development activities. Other participants suggested nurses should access online training.

Several of the participants wanted more time allocated to attend training courses during the working day whilst others wanted to see equal access to training for all staff.

Theme 2: Employee relations

This theme was coded: 'employee relations' as the data supported this description. The respondents were asked if they felt valued and of the 40 nurses who took part in the survey, 31 answered that they felt valued, whilst 6 answered that they did not feel valued, 1 participant did not know if she was valued, whilst another participant was unsure if he was valued. The data was split into 3 subthemes, which were: nurses feel valued; not valued and inequalities.

Subtheme1: Nurses feel valued

When asked the question as to why they felt valued, the respondents equated it with several factors and gave similar responses. They largely attributed feeling valued with respect, having a voice, being able to perform their role unhindered and feeling supported. Most of the nurses reported that having their opinions heard and being part of the decision-making process gave them a sense of being valued. Other nurses reported that being respected gave them the sense that they were valued in addition to being able to carry out their roles autonomously without being micromanaged.

Subtheme 2: Not valued

Some of the participants equated not being valued with being unsupported; others argued that they did not have a voice. Four participants reported that training was not accessible and expressed that they were not valued as members of the team. One of the 4 participants stated that staff were only valued if their 'face fitted' or if things were going well on the ward. Another participant reported that staff were treated as though they were expendable and management lacked interest in the staff, whilst another said training access was

dependent on the individual manager. Four participants reported that mandatory training was encouraged but other training courses were difficult to access. Those participants who said their views were listened to, also said that their contributions were never acted on.

Subtheme 3: Inequalities

This theme featured significantly in the data and fitted into the theme of employee relations. Although whilst coding there was overlap with the subtheme 'not valued,' the data was also distinct from it. Some of the nurses reported that there was inequality when it came to accessing training and development opportunities. Other nurses reported that there was inequality across the nationalities. One nurse reported that a fairer approach to training access was required whether the nurse was coloured (sic) or white. Several nurses called for equal access for all, regardless of nationality. A few nurses suggested that there was nepotism and training was dependent on whether the 'face fitted.' Another nurse said training access was dependent on the relationship with the manager. Seven respondents reported that there was no equity across the ethnic groups.

An excerpt taken from the transcript of one participant stated:

> *There is still colour/racial discrimination when it comes to appointments or offering top positions. Also, coloured (sic) people are prone to be disciplined quicker than white counterparts. We want equal opportunity and fair approach whether coloured (sic) or white."*
> **Alfred (pseudonym), staff nurse**

The participant was reporting the inequality faced by people of colour (POC) when trying to gain access to employment in addition to gaining senior positions. He called for a fair system where there is a level playing field for all people, a system where everyone has an equal chance of gaining employment and progressing within the NHS.

Interviews

For the project, 12 nurses (participants) were interviewed and asked about their experience of accessing training and development activities within the NHS. The participants were all from a BME background with ages ranging from 40 to 70. The participants had a total of 234 years of nursing experience between them. The highest nursing band achieved within the

participant group was a band 7. Nurse bands for trained nurses range from 5 to 9 (NHS Employers, 2019).

Based on Smith et al's (2009) IPA framework, the transcripts of the 12 participants were read and re-read to gain an understanding of what was going on. As the themes evolved, these were coded after which they were consolidated into superordinate categories (Smith et al 2009). Three superordinate themes and 6 subthemes evolved through an analysis of the interview data through IPA and are as follows:

Superordinate theme 1: Structures within NHS make it difficult to progress

The experiences of the black nurses who took part in this study suggested that they were still subject to hostile behaviours in the NHS. The participants voiced their concerns with the way structures within the NHS worked against black nurses. The comments made by the participants were analysed further and grouped into subthemes, which were: racism, powerlessness and oppression.

Subtheme 1a: Racism

When speaking of their experiences when trying to access training and development programmes, 10 of the interview participants explained how difficult it was to access training. They were able to undertake the mandatory training courses, which were a requirement of the organisation and in some cases, were government directives as in courses that are 'policed' by the independent health regulators known as the Care Quality Commission (CQC). However, courses that would enable them to develop professionally were not forthcoming.

The following excerpt is taken from a transcript of one of the participants as it encapsulates much of the feelings of 9 of the other participants. The question was asked around equality:

> *It's unfortunate that when you're talking about training and development and then when you are talking about race and equality and diversity, you somehow… I just realised at the beginning of the interview, I was really talking quite heatedly about experiences that I went through. So when you say training, when you say professional development, then race somehow rears its nasty head in there. It's very difficult to separate sometimes, so I'm sorry about that.* **Abigail (pseudonym)***,* **Staff nurse**

Based on the lived experience of the participant, whenever she attempted to access training and development activities within the NHS, it appears that she equated it with racism as her experiences had been negative. Reflecting on the experiences caused the participant to describe her interaction during the interview as 'speaking in a raised voice.'

Subtheme 1b: Powerlessness

The interview participants indicated that as nurses working within the NHS, they were subject to control and oppressive practices unlike their white counterparts. The consensus of the interview data was that black nurses were not valued so any opinions they tried to convey to managers were not heard. They reported that they were largely ignored when they requested feedback when overlooked for training courses and progression within the NHS. The reality of not having a voice was not only confined to the rebuff from managers but the white junior nurses and nursing assistants who observed the treatment of black nurses by managers, saw this as license to behave in the same manner, having no respect, thereby perpetuating the discriminatory practices. Progression within the organisation tended to occur only if it suited the management.

Subtheme 1c: Oppression

Most of the interview participants described not being able to self-actualise or fulfil their potential in a job that they were trained to do. The nurse participants reported that they were not free to be who they are as a result of the oppressive and controlling behaviours of their managers, behaviours that did not appear to be equally meted out to their white counterparts. Whilst interviewing one participant, her voice quivered periodically and there was a sadness to her voice. She reported that nurses of other nationalities were able to progress providing they were not black. She started to sound distressed but was aware that she was free to pull out of the interview at any stage.

The following excerpt is taken from the transcript of one of the interviewees as it describes the sentiments of the majority of the interviewees:

> *As a black person, you always have to fight your way. Number 1, you're being criticised, number 2, you're being humiliated in various ways, never that you are being praised for what you've done, the praise goes to somebody else and basically you feel demoralised.* **Deborah (pseudonym)**, **Staff nurse**

The participant was explaining that black nurses suffer discriminatory behaviour and just because of skin colour, their hard work was never recognised.

Superordinate theme 2: Cultural competence and compassionate care lacking

When asked if training was provided in culturally competent care, most of the nurses who took part in this study were not sure what was meant by the term 'culturally competent.' A few of them guessed what they thought it might mean but the consensus following explanation, was that training in cultural competence was not provided. There was also the suggestion from some of the nurses that if training in cultural competence was provided, in reality, culturally competent care would be difficult to execute due to the shortages of nurses in the NHS. The subtheme of 'uncaring' was extracted from the data.

Subtheme 2a: Uncaring (participant nurses felt uncared for as well as the care they saw being delivered to patients)

There was a prevailing view amongst the participants that there was insensitivity towards black nurses. This insensitivity came from the white nurses who did not have any inclination or wish to take the feelings of black nurses into consideration; rather they treated them with contempt and chose to make their culture the object of ridicule. There was a sense of the leadership being transactional as opposed to transformational whereby the participants were ordered about rather than being involved in professional discussions.

The following excerpt is taken from the transcript of a nurse when asked if nurses were trained to provide culturally competent and compassionate care:

> *I feel I can do nursing because I then think I can get a job" and some people go for it in that way. When they do this, you then recognise their actions. Sorry, these people are doing this job because of money not because they are compassionate to do it, yeah.* **Michael (pseudonym), Staff nurse**

The participant was explaining that he felt some nurses entered the nursing profession due to monetary gain and not because of a genuine desire to provide a nursing service where compassion was at the centre.

Superordinate theme 3: No outlet for staff

The data collected through interview of the participants, indicated that most of the nurses did not take part in clinical supervision but they received practice supervision. A survey

questionnaire was also used to collect data and included a question regarding access to clinical supervision. The survey questionnaire did not lend itself to the deep probing afforded with semi-structured interviews and as data was collected from the same organisations, the researcher made the assumption that the survey participants were referring to the practice type of supervision in common with the interview participants. This suggested that the nurses did not have a forum that provided a confidential and safe space in which to share concerns with colleagues and develop their practice. Having no outlet in which the nurses could discuss issues and share practice without being penalised, emerged as a theme. The subthemes that were extracted from the data were: 'hopelessness' and 'unvalued.'

Subtheme 3a: Hopelessness

The subtheme of 'hopelessness was extracted from the data as it described the despair and lack of hope that the participants felt. This was largely due to the inability to progress in their chosen nursing career due to the discriminatory practices. One participant had 48 years nursing experience but was not allowed to progress beyond a band 5. Despite repeated attempts to progress by applying for a higher banding, she was unsuccessful but never received feedback despite attempts to obtain it. Another participant had 16 years' experience as a nurse and had attained a PhD but only managed to progress to a band 6 role as a clinical educator. Like the participant with 48 years' experience, he had never received feedback as to why he had been unsuccessful in securing a promotion. According to the participants, this experience contrasted with that of white nurses who tended to gain promotion shortly after qualifying.

The following excerpt is from a participant speaking about the hopelessness of her work situation:

> *…And I don't think we treat each other fairly as we should, we need each other, we can't do this job on our own but we don't encourage each other and look after each other as we should and erm, this is a big issue and it drives people away because the things that people experience are sickening you know, it's not fair and it's not right.* **Mary (pseudonym), Staff nurse**

The participant indicated that there was no teamwork but rather hostile practices that ended in nurses being driven away from their jobs.

Subtheme 3b: Unvalued

This subtheme was extracted from the data as the nurse participants described how they were made to feel worthless by their managers and colleagues. There was consensus amongst the participants that the culture of the NHS organisation in which they worked, demonstrated attitudes of indifference to them as if they did not count for anything. Despite having substantial years' experience between them, the highest nursing attainments in the group were band 7s.

On the theme of not feeling valued, one of the participants stated the following:

> *When there was say career development or what's the word I'm looking for, to excel yourself you know, and even though you have the qualifications and you do work well and your skills and everything is good, sometimes you're overlooked.* **Martha, (pseudonym), Staff nurse**

The participant conveyed how she was overlooked for promotion despite having a strong work ethic and the requisite qualifications and skills.

Discussion

The researcher set out to explore the experiences of black and minority ethnic nurses when applying for training and professional development courses. This was to gauge what was currently happening in the clinical setting. Several themes and subthemes such as **racism, powerlessness** and **hopelessness** were extracted from the data which suggested that the black nurses faced work environments that were not conducive to good health both mentally and physically as a result of the discriminatory culture of the NHS organisations in which they worked.

The omission of the experiences and perspectives of black nurses regarding their professional development in the NHS has consequences (Watson-Druee, 2009), such as losing valuable staff, limiting the advancement of leadership potential for younger practitioners and perpetuating the status quo (Kline, 2014). During the interview process, one participant related the inordinate number of obstacles black nurses faced just to be able to undertake training courses unlike their white counterparts. Being prevented from developing professionally had a negative impact on practice as it led to stagnation and under-representation in senior positions. With nothing changing despite addressing the

issues with management, black nurses were leaving the profession in large numbers or taking long-term sick leave due to stress.

The data also indicated that black nurses were still subject to disciplinary action, harassment, dismissal and bullying when compared to their white peers (NHS BME Network, 2015; Kline, 2014; Limb, 2014; Archibong & Darr, 2010). This was in keeping with the data where the subthemes of **inequalities** and **not being valued** evolved. The participants reported having their negative experiences within the NHS minimised. Rather than being celebrated for all the hard work they put into building the NHS, they were being denigrated. Hefferman (2014) asserts that the hierarchies in organisations make people at the bottom feel that their concerns will never be heard, which in turn make those at the top feel like they can get away with anything with impunity.

Tackling race inequalities within the NHS has been a longstanding problem. Bhopal and Alibhai-Brown (2018) concur with John (2014) and Douglas (1995) in arguing that racism is structural and is woven into the very fabric of society and exists at all levels of society including higher educational institutions which trains nurses. Despite the strategies put in place to combat the inequalities e.g. organisational policies, diversity training, the evidence from the literature and data suggests that there have been no significant changes.

Lais (2019) argues that the micro-aggressions suffered by black people in particular, did not emerge in a vacuum but bares a significant European legacy, which established a power structure that for centuries characterised black people as medically or psychologically abnormal that continues today. According to Lais (2019) it is this history that has anchored the national identity of black and minority ethnic people and shaped the western meta-narrative on race consciousness.

Those participants who reported not being able to develop professionally through training, were never given a definitive reason as to why training and development requests were refused as managers invariably declined to provide feedback. In the absence of this data, the researcher made assumptions as to the reasons why black nursing staff were not progressing within NHS organisations. It was thought that it could possibly be due to:

- The effects of slavery where the far-reaching effects of colonisation have left the black nurses with a slave mentality preferring to remain at grass roots level, and to defer to those in senior positions

- Attributed to helplessness due to being taught that they 'cannot do it for themselves' and are thus dependent which embraces the concept of 'learned helplessness' (Burrell, 2010).

- Another assumption was, the lack of progress could be due to human behaviour where individuals, in this case the nurses, are irresponsible or lack capability and therefore not qualified to progress into more senior roles.

However, data from the literature and the data collected from the survey questionnaire and interviews, provided evidence that despite educational attainment and years of nursing experience, black nurses face racial discrimination in the NHS and as a result are at a disadvantage when it comes to accessing training and development programmes. The research suggested that the common denominator when trying to access training and development was that of colour. Black nurses were declined training and career growth whilst the reverse was true for white nurses.

I am aware that the experiences the nurse participants cite is not a uniform experience in the community, the intersectionality of the situation needs to be addressed e.g. the difference in experiences between black male nurses and black female nurses. The omission from this research has been recognised as a limitation but it is beyond the scope of this study.

Conclusion and Recommendations

The findings from the research indicate that change within the NHS is needed if it is to survive. Black nurses in particular are at a disadvantage when trying to access training and development programmes within the existing NHS structure, giving rise to concern for the care patients receive (NHS England, 2016) as quality care should be based on the best available evidence (RCN, 2018). As black professionals occupy senior positions, the issues they face will make it difficult for organisations to retain talent (Atewologun & Singh 2010).

The following are proposed action points to address the findings of this study:

- The NHS needs a joined-up approach where individual nurses, NHS Trusts and government bodies work together to create an NHS which is more successfully and accountably committed to the goal of organisational justice.

- Professional organisations and trade unions also have a part to play in supporting their members to achieve the highest standards of practice through promoting CPD and lifelong learning.

- Black nurses need to develop self-love. Papadopoulos and Pezzella (2015) concur with Burrell (2010) as they expound the virtue of self-love where you love yourself for who you are. Self-love is about respecting yourself and understanding who you are. A good starting point is for black nurses to know their own history, build resilience and wellbeing and 'find their voices.' These actions would hopefully help the nurses to feel empowered to take steps such as invoking the public sector equality duty (EHRC, 2021) in instances of discrimination including the barriers they face when attempting to access training and career progression. Failure to take action is likely to result in professional and personal stagnation, as change will not be achieved if they continue to do what they have always done.

- Accountability for poor practice with regards to unchallenged discriminatory behaviour appears to be lacking. The human resources/training department of the NHS need to implement and oversee a system whereby not only mandatory courses are monitored but a stringent monitoring system needs to be established which audits the personal and professional development of black nurses in particular. The department would also be held accountable if staff were not being developed.

- BME nurses to familiarise themselves with the financial incentives that are being offered to nurses and midwives in the form of personal training budgets in NHS settings in England e.g. hospitals, GP surgeries, community. The budget is an allocation of £1,000 per nurse over a period of 3 years (RCN, 2019). It is hoped that this move will help in improving recruitment; staff retention and staff morale (RCN, 2019) and the training will help to enhance the care patients receive (HM Treasury, 2019). The funds for the personal training budget will be managed centrally and independently of the control of individual clinical sector managers, utilising an individually targeted approach. Steps will be taken by the government through

working with the NHS, professional trade unions and employers, to ensure that the funding reaches those staff on the frontline, priority areas and where there are skill shortages (HM Treasury, 2019).

- This research identified the need for the provision of clinical supervision for black nurses needing a safe space to share concerns. This is especially pertinent at this time for those who may have been left traumatised after witnessing the audacious murder by police of the unarmed man now known globally as George Floyd. The world looked on as the killing took place which sparked global protests as his 'crime' was being black (Sabur et al, 2020). As a contractor and trained clinical supervisor, I plan to forge links with NHS Trusts in order to establish clinical supervision sessions.

Future research

Future research will be required as this research only focused on England. It would be useful to examine the progression of BME nurses in other countries such as the USA to determine what other studies have found. This is particularly important where the pervasive issue of race and racism has recently gained prominence. For instance, the Black Lives Matter (BLM) movement established in 2013, gained traction in May 2020 in response to yet another unwarranted murder by the police of a black person, which in this case was George Floyd. The BLM movement exists to eradicate white supremacy and build local power in order to take action on the exploitation and violence inflicted on black communities by the state and vigilantes (BLM, 2019).

This paper arose from a research study (Gordon, 2021). The issues that were found whilst undertaking this project are to be addressed through future research where the plan is to develop a conceptualised model of issues for consideration in developing an equality framework. It is proposed that the framework will guide individual BME nurses, NHS Trusts and researchers. The hope is to elicit change, as it is this change that will help black nurses survive in the NHS environment.

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Industry views on Satisfaction and Value of Work Integrated Learning Placements in Health Services Management

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This paper describes the findings of an exploratory study to understand industry satisfaction with administrative procedures and the value of student Work Integrated Learning (WIL) placements in health services management. The research aimed to collect data to identify potential areas for improvement of administrative processes for WIL and to determine the value received from host sites through student placement.   We used a survey to collect both quantitative and qualitative data using an instrument we developed for this study.   The survey was distributed to workplace supervisors hosting health services management students. Using descriptive statistics and analysing responses received the views reflected that students complete work of value within their organisations and students are placed in a diverse range of health care settings private, public, and non-government organisations.

Feedback received from workplace supervisors has been used to improve WIL administrative processes, streamline communications, and provide further clarity of expectations.   This paper will be of interest to Universities who offer niche programs, such as in health services management, and in describing the value of WIL from industry perspectives. The study has also identified future areas for research such as replication of the survey and testing in other academic disciplines who support work integrated learning courses.

Keywords: supervision, value, student learning, work integrated learning, industry placement

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Introduction

Over the last decade, Australian universities have operated in a volatile and uncertain environment with increased learning, teaching and research demands, funding pressures and a focus on working more closely with industry. Recently, attention on performance based funding and indicators related to outcomes such as graduate employment have been further emphasised (Department of Education and Training [DET], 2018). Many universities have recognised the importance of WIL to support student employability and a University in southeast Australia (hereafter called 'the university') has offered this to health service management (HSM) students since 2009. Over this time, and working with the health sector, students have completed health service management placements in a broad range of settings and completed projects in workforce planning, strategy development, policy and planning, governance, electronic patient records, informatics and health accreditation (McConnell et al., 2019).

Students value WIL and this is evidenced in student feedback over the short and longer terms and it is well recognised that it is beneficial to their future employment prospects (Ferns & Howitt, 2019; Martin & Rees, 2019). Industry partnerships are integral to the success and sustainability of WIL placements and placement quality noted to impact upon employability (Morse, 2007; Smith et al., 2019).   From an industry perspective, value can be measured in terms of opportunities for collaboration, altruism and the delivery of work of value to their organisations (Elijido-Ten & Kloot, 2015; Morse, 2007). The sustainability of WIL programs are also dependent upon factors such as the achievement of mutual benefits for each partner, recognition of the partnership, trust and a shared vision (Fleming et al., 2018). With a strong understanding of these factors, this project was initiated to determine if health service management student placements provide value to the hosting organisation and to determine supervisor satisfaction with processes to support and enable health services management WIL.

Rationale for the study

The Masters and Advanced Masters in Health Services Management are post-graduate programs offered by the University and WIL courses offer students the opportunity to translate theory into practice and to gain the necessary attributes and skills necessary to work as a health services manager. Since 2009, successful WIL offerings have been part of the University program and whilst numbers are small in our Program, WIL continues to be popular with students. In 2018/2019 industry partners strongly supported HSM WIL as we have built relationships, trust and worked towards ensuring students are adequately prepared and can meet industry expectations. Students undertaking WIL are placed for four full-time days a week in the workplace where they complete a major body of work or deliverable, such as a project (McConnell et al., 2019). Students must complete a set number of credit points (unit of value giving weighting to course work) and courses prior to WIL and all students who meet these requirements are accepted into the course. There are no minimum GPA requirements necessary for enrolment. Prior to placement, students complete a form outlining their health service management interests, career prospects and strengths and weaknesses. Students also make a 3-minute 'pitch' regarding their interests and 5-year career outlook. Information collected is used to assist the academic and placements officer to identify a suitable placement.

The HSM WIL course is very popular with international and increasingly with domestic students, typically clinicians wanting to enhance their opportunities to move from clinical to healthcare managerial roles. Health industry partnerships are integral to the success of the WIL courses and the health organisation's support through supervision, identification of suitable projects and opportunities, mentoring and engagement are highly valued by the university. Simple administrative processes and the provision of the right information to support a quality experience is an important focus for those who convene and facilitate student placements. Understanding the value of placements from multiple perspectives and the satisfaction of host-sites can inform placement design from administrative and academic viewpoints. This study was initiated as a quality improvement project to understand and measure the satisfaction, value and benefits to health industry partner organisations who host students.

Research questions

Do the current administrative processes and documentation support workplace supervisors to deliver student industry placements?

Sub-question

Do workplace supervisors receive value from hosting student placements and how can this be measured?

Objectives

This research had two objectives. Specifically, we intended to:

- Identify areas for improvement or refinement of administrative processes to support industry supervisors and assure their satisfaction when working with our University when hosting placements.

- Determine the value received from host sites through health service management student placements.

Methods

Surveys or questionnaires are one of the most widely used primary data gathering techniques because they are efficient and economical (Gray, 2014; Liamputtong, 2013). The workplaces, hospitals, aged care centres and non-government organisations providing health services where health service managers are placed are busy and student placements create additional workload. The researchers determined that in order to capture responses from workplace supervisors that the administrative burden should be low.

The project was completed between November 2018 and April 2019 and applied the following:

1. A Literature Review and environmental scan was conducted to inform the study and design of instruments.

2. Audit of the University, Health Service Management WIL placement documentation and current administration procedures.

3. Survey of HSM Placement organisation/sites regarding satisfaction and value of student HSM WIL placements.   The survey was deployed using Google Forms and was used to collect both qualitative and quantitative data. Questions were formulated in line with the research objectives and included demographic information. A Likert scale was used for the majority of questions asked in the survey with some questions that allowed respondents to comment on specific aspects of placement administration.

   Forty invitations were sent to current placement sites to complete the survey. All sites that had hosted student placements in the most recent 2 trimesters were surveyed. No participants refused to participate however not all participants responded to the invitation.

Ethical approval for a Quality Improvement study was obtained from University Ethics Committee - 2018/343.

A descriptive analysis of quantitative data was performed using Microsoft Excel. The small number of qualitative data provided in comments section was analysed, and feedback grouped according to key concepts.

Results

The literature review was used to inform the study design. Academic papers related to the specific focus of enquiry were reviewed however we were unable to identify a suitable validated tool for survey of WIL sites that was relevant to health services management.

Audit of the University, Health Service Management WIL placement documentation and current administration procedures

Since the introduction of the Health Services Management WIL courses in 2009 a combination of program documentation, spreadsheets and the university's supported placement system SONIA have been used to manage the identification of students for WIL, the matching process and placement supervisor contact and other information. SONIA is an enterprise-wide solution used to manage placement allocations, store and collect documents and mandatory requirements such as those required in health for example immunisation history, criminal and other record checks.

It was recognised during 2018 that a 'one stop shop' approach was needed with a single source of 'truth' readily available to both the placement officer and the academic convenor. The administrative processes, steps and documents required were mapped and it was clear that there were opportunities for simplification of workflows.

Communication with workplace supervisors is critical and ensuring that the right content, volume, not too many or too few are generated between the university and placement supervisors is imperative. The content and volume of communications is important in terms of engagement and 'ease of doing business' with the university. Both volume and content were considered in the audit and analysis of placement documentation and administration processes.

Key issues identified in the audit were:

- Multiple locations for student and placement information with discrepancies noted in contact details. Need to update details in spreadsheets and SONIA leading to additional administrative effort and overhead.

- Repetition of steps and potential for reduction of wasted or repeated tasks

- Opportunity to review timing and content of communications with industry supervisors.

Survey of Health Services Management Industry Placement Sites

Forty surveys were sent out as well as two reminder emails. Fourteen of the forty were completed - a 35% response rate.

Due to the small study size the findings may not be generalisable however, responses received provide valuable data to inform the WIL courses in the Programs at the University and other health service management programs considering WIL placements. Fourteen

industry supervisors responded to the survey, most respondents were female and most in the 40 – 59 age group (see **Error! Reference source not found.**). More than 50% of placement site supervisors (7/14) work in public sector health care organisations, typically hospitals or government departments. Most respondents hold managerial roles (n=12) (Manager, Director, Practice Manager, Executive Manager) and two-project management or clinical system support roles, see below.

Age group and gender	20 to 39	40 to 59	60+	Grand Total
Female	21%	36%	7%	64%
Male	7%	21%	7%	36%
Grand Total	**29%**	**57%**	**14%**	**100%**

Table 1 Respondents by gender and age groupings

The study demonstrated that the WIL management team works with a broad range of health service organisations and positions within organisations as shown in **Error! Reference source not found.** and **Error! Reference source not found.** . Most students are supervised by a Director, Manager or Executive Manager providing students with opportunities for mentoring and to see how health services managers at this level lead and manage.

Position	Nongovernmental organisation (NGO)	Other	Private	Public	Grand Total
Manager			1	3	4
Director		1	1	2	4
Practice Manager			2		2
Executive Manager	1		1		2
Project Manager				1	1
Clinical System Support				1	1

Position	Nongovernmental organisation (NGO)	Other	Private	Public	Grand Total
Lead					
Grand Total	1	1	5	7	14

Table 2 Respondents by position and workplace sector
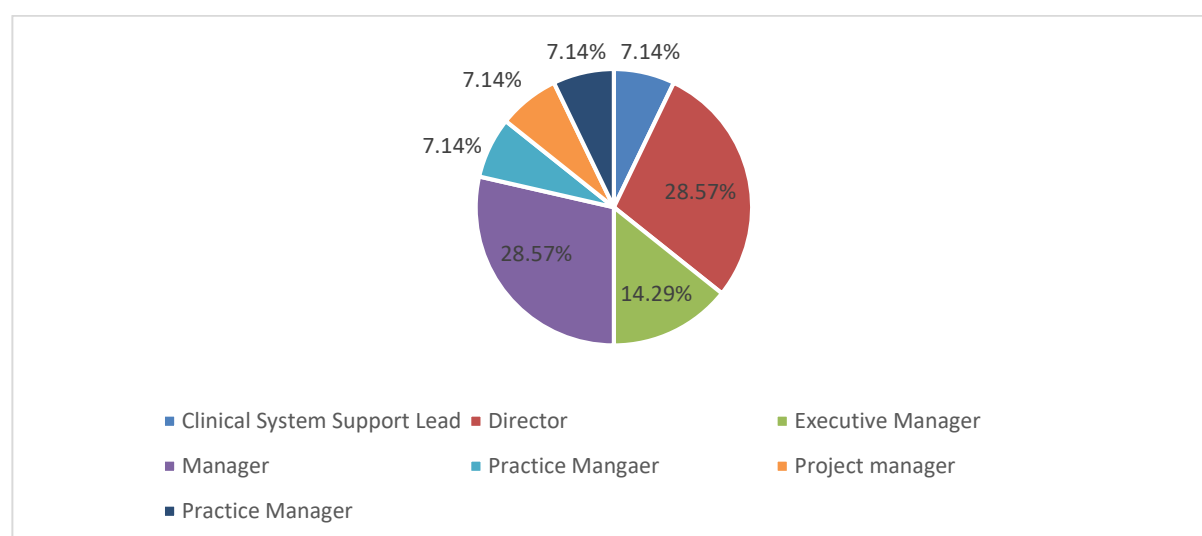
Figure 1 Pie chart showing percentages of supervisors who responded to survey by their position titles.

WIL students on placement in 2018 by sector

As the largest sector in health, the survey demonstrated that the public sector generously hosts the largest number of placements. The private sector also supports students in addition to NGOs. Percentages of respondents by sectors is shown in **Error! Reference source not found.**.
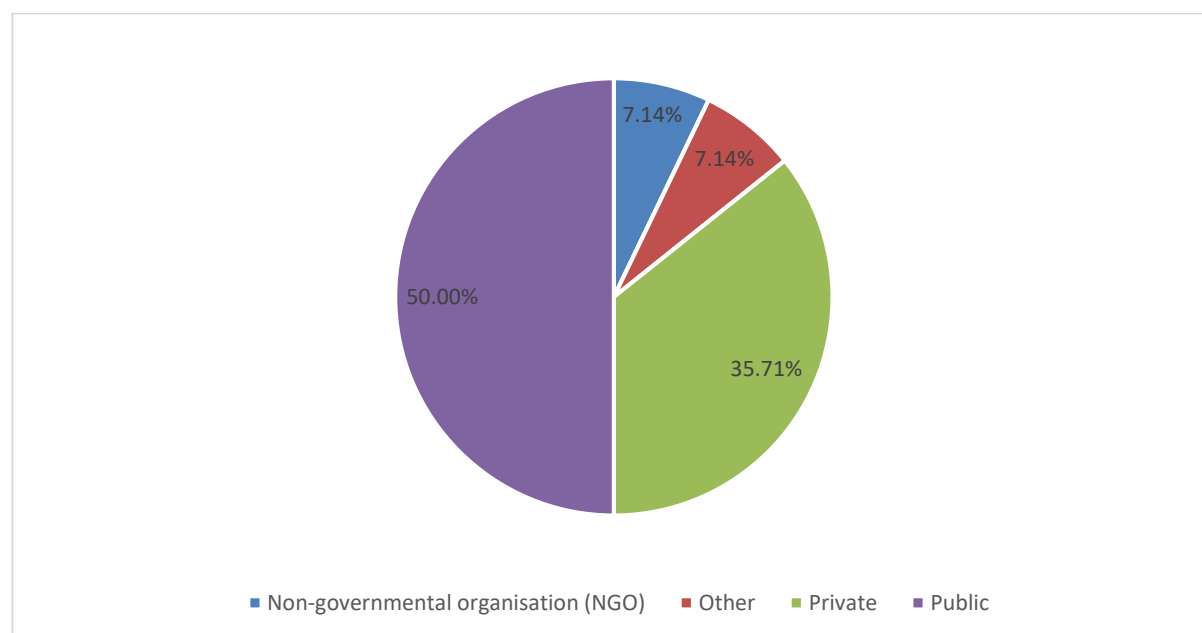
Figure 2 Percentage of respondents to the survey by workplace sectors

Aspects of hosting a health service management work integrated learning placement that were most useful or valuable.

11 responses were received to a question that asked about value of hosting a placement ranging from limited value (n = 1) to high value (n = 10).

Respondent's comments have been summarised in relation to the value to organisation, supervisor and the project work that students complete whilst on placement. Common themes from the data are shown in Table below.

Organisation	Supervisor	Project work
• Opportunity to develop and maintain links with University. • Showcase employment opportunities to future employees. • Additional resource with	• Support student development through mentoring • Shared learning and development • Connection with students and providing	• Background research • Fresh view on issues • Sharing of ideas • Solution development • Completion of projects and deliverables that

Organisation	Supervisor	Project work
time to focus on specific projects. • Health service management expertise	them with opportunities to learn and to progress work readiness	would not have been completed with current resourcing. • Students became integrated within organisational teams. • Student projects have potential to add value to the current work in progress and the organisation. • Project outcomes have assisted with change management.

Table 3 Value provided to organisations, supervisors and the completion of project work by students

Improving the supervisor experience

11 responses were completed in relation to a question that asked supervisor what the university could do to improve the supervisor experience. In the main, comments were positive, and supervisors satisfied with the level of communication and content of communication. Some suggestions were made as to timing of communication (prior and during placement) and these are summarised in Table below.

Prior	During
• Conduct a joint briefing of the student to ensure that the expectations are clearly set and can then be monitored by the university team.	• Arrive at the workplace with the student on their first day and confirm expectations

Prior	During
• Offer a short information session or workshop to give tips including subjects like how to choose an appropriate project for the student and examples of past projects. • Share more about the objectives of the WIL student in undertaking the university HSM program. • A pre-meet with supervisors would help some to fully understand the role and expectations. Or quarterly presentations to potential supervisors.	• Perhaps support orientation on the first day of placement • Access to resources to help guide students. • Ensure all parties understand the expectations and learning required.

Table 4 Approaches suggested to improve supervisor experience when hosting HSM student WIL placements

Improving the student learning experience

Some supervisors suggested that closer monitoring of students and support would help to assist students to operate more effectively in the work environment.   Supervisors valued the support of the academic convenor and placements officer to answer student questions and provide feedback in a timely manner.   Clarity of expectations regarding student performance and further information about the learning goals of the student whilst on placement was raised.

Responses also suggested that supervisors did not understand the difference between the roles of academic convenor and placements officer. Supervisors commented that they valued the responsiveness of Academic and Placements officer in person, to emails and phone. Example feedback about the support provided by University WIL staff is described here:

> ➢ 'The information about the student was sent to us in a timely manner and contained everything we would need to know'.

> ➤ 'They are helpful and quick to reply to questions'.

> ➤ 'Provided guidance when needed regarding processes, assessment etc'.

> ➤ 'Made the linkage between course of study and placement very clear'.

> ➤ 'Accessible, responsive, knowledgeable, helpful, collegial.'

> ➤ 'Very, very engaging. Great guidance. Patient, clearly enthusiastic about the student success and experience as well as the overall project - definitely a positive and if we have the project need, we will participate again'.

Skills and knowledge development during WIL placements

Supervisors were asked to rate the student's health service management skills/knowledge during their placement. Supervisors rated students' skills and knowledge after placement more strongly than at the start of placement reflecting improvement through applied learning and skills development in the health service management WIL course. See figure 3.

Student health service management skills/knowledge

	Excellent	Very Good	Satisfactory	Fair
End of placement	50%	60%	67%	29%
Start of placement	50%	40%	33%	71%

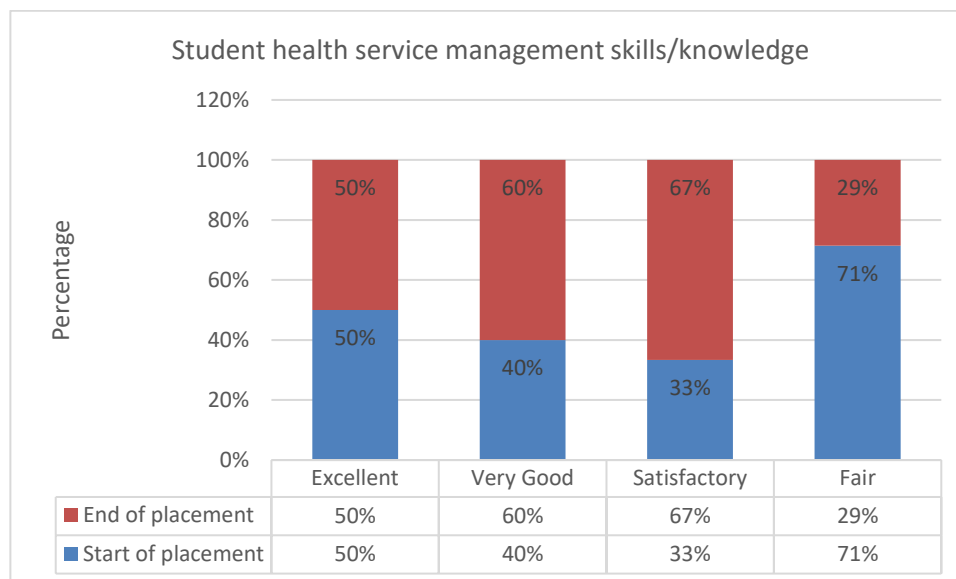*Figure 3 Student HSM Skills/Knowledge at commencement and end of placement – ratings by supervisor by percentage*

Value of the student placement to the organisation

Most supervisors agreed or strongly agreed that the work completed by students contributed to organisational objectives and that the work will be used and/or adapted by the host site. It was clear however, that students could be more effective team members

as only (63%) agreed or strongly agreed to this question. One constraint maybe that student placements are not paid and are focussed on learning and the acquisition of new skills and knowledge. *Table* below shows this.

Value of student placement to the organisation	Strongly Agree	Agree	Neutral	Disagree	Grand Total
Student was an effective member of the work team whilst on placement	**36%**	**27%**	**18%**	**18%**	**100%**
Student work contributed to organisational objectives	**36%**	**45%**	**9%**	**9%**	**100%**
Student work will be adapted and/or used by the organisation	**45%**	**27%**	**18%**	**9%**	**100%**

Table 5 Value of student placement to the hosting organisation as described by survey respondents

The survey responses also reflected that the final deliverable or project was in the main (73%) of value to the organisation. However, that 23% of supervisors conveyed that work was not of value suggests that the University has further work in preparing and supporting students to deliver what is expected by industry.

Other

Suggestions from supervisors to strengthen processes included the following:

- Value in a pre-placement visit by the student.

- Reciprocity could be strengthened by host sites presenting on campus so that students are aware of expectations.

- Increasing the frequency of University visits during placement

- If needed, University academic staff to assist with the identification of appropriate projects.

Discussion and key learnings

This study has demonstrated that health service management industry supervisors value the WIL placement and the work that students complete. This exploratory study also set out to determine and identify areas for improvement of administrative procedures for WIL and importantly, understand the value received from host sites through student placements.

Feedback from some survey respondents indicated that further clarity of expectations from the University, materials to assist supervisors and support for students is critical and this concurs with research conducted by (Jackson et al., 2017). These issues are important and relate to the sustainability of WIL programs as they increase in popularity. Industry relationships are key to this and Fleming et al., (2018) note the importance of reciprocity, co-ordination, communication, trust, expectations, resources, learning and recognition in sustaining successful WIL learning relationships.

Developing learning throughout our program so that WIL students are better prepared in report writing for business and delivering oral presentations will help to ensure that student work meets expectations of industry (Jackson et al., 2017). Communication skills as an essential requirement for success in the workplace and preparation for employment as health service managers was also identified in research conducted by (D. Messum et al., 2011, 2016; D. G. Messum et al., 2015).

As a result of this study, we identified areas for improvement to streamline processes for both host sites and the WIL team. Strategies we have now adopted to strengthen include:

- Reduced redundancy of administrative processes by removing spreadsheets and using the SONIA student placement management platform as a single source of truth.

- Management of all administrative processes and most student and supervisor interactions and data gathering through use of placement management systems such as SONIA.

- Reduced and streamlined communications with supervisors, recognising the burden caused by volume of email communications.

- Provision of an information package for supervisors on day 1 summarising key requirements, a student profile and checklist of actions for week 1 of placement

- Increased frequency of site visits during the placement for identified or 'at risk' students.

- Stronger industry involvement in planning for and the orientation of students to ensure expectations are outlined and skills that will be needed clearly articulated to prospective students.

- Provision of opportunities for the University to share research and latest evidence on health services management.

- Further scaffolding the learning and development of communication skills, both oral and written, throughout the health services management degree

We now have an instrument that can be used to measure host site satisfaction of WIL administrative processes/procedures and the value of WIL to industry partners on an ongoing basis. This will continue to be used as part of our ongoing quality improvement practices.   This study also contributes to the body of knowledge for a niche academic program, health services management and factors contributing to supervisor satisfaction and ensuring that student placements provide value.

Limitations and future research

Study findings are based on an exploratory study in a niche post-graduate program. Due to the small study size the findings may not be generalisable but may inform other health service management programs considering WIL placements. Reproduction of the study in other WIL courses will test the relevance of questions in measuring value and satisfaction in other disciplines. In addition, using the survey that has been developed more widely will test for validity and provide a larger data set for analysis. This will enable obtaining further and more diverse views. It is our intention to repeat the survey on an ongoing basis.

Acknowledgements

Notes on contributors

Sheree Lloyd

Sheree Lloyd is a health information manager, educator and project manager with over 30 years' experience in academic and health service management roles. Sheree is a Certified Health Information Manager, Fellow of Australasian College of Health Service Managers and member of the Australian Institute of Digital Health. In 2019 she attained a PhD on innovation and high performance in rural health settings.

Danielle Waid

Danielle Waid organises Work Integrated Learning (WIL) placements in collaboration with the WIL Academic Convenor. Danielle provides WIL placement support and advice to students and engages with new and current industry partners. Danielle has experience working in the health sector as an allied health practitioner and a Masters in Health Services Management.

Mark Avery

Mark Avery teaches, conducts research and consults in health leadership and management. His research interest areas include leadership and management in healthcare; patient safety and quality care; community information in health services. In addition to his university experience, Mark has over 35 years' experience in leadership, management, and corporate roles in both the public and private health care sectors in Australia and the United Kingdom. His career and experience have been at senior executive, chief executive, consultant, board director levels in hospitals, community health and regulation.

SL was the Chief Investigator for the study. SL and DW contributed to the design of the study. Literature searches were conducted by SL.   Analysis was conducted by SL, DW and MA. SL completed the first draft, edited by all.   All authors agree on the final version of the article.

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45˚ Learning: a guide to organising teaching online in the Covid pandemic, including peer observation revision

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The paper suggests ways to benefit student learning online by improving staff training. The paper challenges the assumption that classroom based pedagogy applies to online teaching, with alternative ways that resolve the stress and confusion during the pandemic in the move to permanent blended teaching in the coming year. The paper is the 'front end'', a summary guide to online teaching, a demonstration rather than a theoretical framework of well-tried methods used in BBC School Radio, written after creating the examples of videos embedded in web pages during June-December 2020. The paper is a reflection on these solutions presented as an unwritten pedagogy - ˈThe Knowledgeˈ, in the making of education radio broadcasts. Essentially it is self-awareness and self-assessment training of teachers as radio producers evolved between 1935 and 1996 with a handful of expert colleagues, in an atmosphere of creative commitment to learning. In 45˚ Learning, the author attempts to 'Show Not Tell' how HE lecturers can replace declarative lecturing in a nuanced form of a conversational engagement for online lecturing. The title draws attention to the body-mind element in tacit knowledge and an essential requirement for teaching online:

1 The physical organisation of a lecturerˈs home online studio.
2 Tradecraft videos demonstrations of creating memorable student learning.
3 Adapts the peer observation form, and online T&L lesson planner.
4 Extensive Working documents and Production notes of making resources.

Keywords: e-Learning. Online learning technology. Teaching for engagement. Flipped classroom.

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45˚ Learning: **a guide to organising teaching online in the Covid pandemic, including peer observation revision**

Introduction

Improvement in online teaching is difficult to communicate to HE teaching staff, especially staff teaching trainee teacher students. Understandably, most are in the current situation as an emergency. They often have little time for training about their teaching presence online, the focus is learning to use of technology. Personal stress is common. Engagement with students remains elusive, expressed as a problem not solutions, eLearning technologies have limitations and improvements are vague generalisations, not practical examples. Solutions are left to individual endeavor.

In stark contrast, School Radio 'teacher/producers' had industrial level planning, production, evaluation and assessment for each 'online' broadcast, usually a series of thirty broadcasts - ten each term. Frequently, producers made several series at the same time. Here is a summary of the process for each series. Imagine yourself as a 'teacher/producer' and presenter going through the following process for each of your HE lectures:

Initial discussions with:

- Teacher acquaintances.

- Subject colleagues in the Department.

- County subject advisors.

- Scriptwriters.

- Presenters.

- Subject specialist national groups (in my case the Geographical Association).

Formal documents submitted to:

- Senior Producer.

- Executive Producer.

- Head of Department.

- Schools Broadcasting Council subject officers.

- 40 strong executive panel in the BBC Council Chamber- discussed the series plan of a title and three sentences for each broadcast - you would be expected to stand read out your proposal and face questions - a particularly nerve-racking process for the producer.

Broadcast production schedule:

- Each broadcast: commissioning writer, actors music, recording studio and editing.

Publication production schedule with BBC Publications

- Termly colour publication for student writing and editing.

- Teachers Notes writing.

- Radiovision filmstrips: 36 frame photography and artwork (with soundtrack broadcast).

- Commissioning original photography and artwork.

Assessment feedback and evaluation

- The equally nerve racking experience of listening to yourself often as presenter of your broadcasts in a classroom.

- Afterwards children and teacher work on activities in the publications accompanying the broadcast and express their views!

- Reports from education officers also contain withering feedback from a variety of other sources.

- Personal producer reports to, or worse, an enquiry by Head of Department on specific issues with the educational effectiveness of their broadcast.

Background

The process of planning, production and evaluation never involved an explicit pedagogy to my memory in School Radio. However, the results of long exposure to the methods makes an education radio producer particularly self-aware of the unwritten and undiscussed teaching techniques and resource development process that I now call *45˚ Learning.*

The approach to *45˚ Learning* is in the context of creative classroom activity that involves the ability to assess the quality and effectiveness of a distance learning event and improve its educational value, whatever the subject, with particular attention to:

a) Structure of delivery

b) Tone of voice

c) Pace

d) Spoken English

The sensitivity to these elements must come with the state of being not just a teacher/producer but a teacher/broadcaster: for the role required presenting programmes, talking to, yet not seeing, the audience. Every element had to hold the attention of the classroom audience, by speaking to one child, is a special experience that creates a bond between the speaker and the listener. Not many teachers have that experience.

In recent years, I have moved on from the making of audio visual, and multimedia to the making of video as an 'online' medium. For example, to suggest that in online sessions, staff might look at the webcam instead of the little box in the lower left corner of the Teams screen 'where the students live', is met with incomprehension. The concept of eye contact is not part of the online technology design thinking. Video production demands talking to the lens. But the awareness of these issues is grounded in the other, very strange sensation in the radio studio of not needing to see the student anyway. Radio is about imagining talking to one person, in a tone of voice evoking an emotional message, whatever the teaching content.

The task of this paper is to demonstration these methods. The process is visceral, not just intellectual. The process is a physical, mind-body activity and therefore difficult to pin down in a theoretical framework. Certainly the methods were successful - in general. School Radio was of proven value. Research into why these methods work might be a fascinating study. The methods are probably about creativity, ways to make memorable moments for the student, handed down from the best of the best. Mistakes were not tolerated. The story of why School Radio ceased is not related to its lack of success, but to other factors.

Reflecting on professional BBC training has not been easy. How do you realise you know what you are doing when you just did it? Your colleagues shared the assumed behaviour like a taxi driver with 'The Knowledge'.   All I knew at the time was, failing to observe whatever 'it' was, could be your last moment of employment: *'You are only as good as your last broadcast'.*

See Appendix 3: 10 BBC School Radio.

It is also worth remembering, only a small group of specialists, possibly 20 - 30 producers in the country were involved, the number made redundant when the department closed in 1996. Most are now in their 80s. As the youngest at 24 by far when I started in 1974, I am lucky to be still standing, and continuing academic study in technologies for education and learning.

The academic study in the last twenty years I spent in multimedia, design and video for learning only began to surface in 2019. First, being interviewed by lecturer Steven Barclay. His PhD study at University of Westminster CAMRI is the BBC's commitment to school broadcasting, positivism and literacy. He discovered School Radio and the BBC Radiovision collection (nearly a thousand), residing at the Institute of Education UCL library - now back in the BBC Archive. Second, independently, colleague Peter Ward and I had begun a project to save the collection, because the library had to vacate its annex and was under threat. We discovered, through Steven, that the British Library chief archivist Paul Wilson had never heard of School Radio and was anxious to acquire our material. We responded by gathering sets of broadcasts and publications. Recent, more of my video interviews with radio producer colleagues, captured the atmosphere of working with that unwritten pedagogy.

My focus since 2008 in the School of Education had been to improve academic writing skills for my students at Middlesex University reawakened by the radio writing experience of Clean English, and later reinforced by BBC video journalist training in 2015. I worked up these ideas at UCL showing teaching staff how to use video for learning: all before the availability of Zoom and Teams platforms. Now, with every student online in the context of the Covid emergency, I realise writing spoken and written English is central to online distance learning. Several online sessions to HE lecturers in June 2019 revealed they were clearly unaware, but excited by the potential. So the plan to examine these methods began. Eventually emerging as 12 identifiable aspects illustrated by groups of videos. Intense work followed during the summer of 2020 getting ready for September, to provide extra live Zoom online support for my own students, and also to help teaching staff make some sense of their new challenges.

I have been particularly inspired by a Guardian article (2018) reviewing the work of Lemov (2015), applying sports metaphors to demonstrate teachers are made not born and teaching is a performance profession. The ideas are very important and the nearest recent evocation of ancient BBC tradecraft. But the US context , the sports metaphor, and the disapproval of ʹperformance of any kind in UK teaching make his approach difficult to apply. The visceral nature of presenting is thoroughly covered in the seminal publication by Linklater (2006).

Recently, a reprint of Alda (1971) is also a mine of information and insight of using actorly methods with academics. The stunning perception of 'listening with your eyes' (p34) which is

possible the way to best describe the learning experience of School Radio: the combination of two states of mind - emotion and empathy, and the rational.

A Pedagogy of Online Distance Learning

Revealing the elements of School Radio's success is the task. Teacher on a pedestal and pupil kneeling at the foot never did work in the audio environment on the radio. A different 'angle' is required. This is where *45* Learning* is appropriate, because it is derived from studio jargon, and a colourful set of creative metaphors arising from everyday 'making'. The making process can be demonstrated in videos. Finally, to make the results visible, practical and usable by teachers and lecturers, the T&L lesson planner probably needs revising as well as the peer to peer observation form, to drive a focus on organising teaching resources. I leave others to assess the results.

The Covid-19 pandemic

There are three positive benefits of the emergency.

1 The availability of personal tutorials for students.

2 The informal sessions with students sharing their writing. The Zoom style technologies and big online servers make the opportunity to read out aloud their writing and watch themselves doing it.

See: Appendix 3: *03TheUltimateTutorial*

3 The previously private teacher interactions can now be watched in greater detail by the long video recordings.   *See: Appendix 3: 07 360˚ Classroom*

Prior to starting the development of the paper. It was at UCL that the idea of the teacher operating like an actor in a theatre in developing HEA resources. Video journalists train to capture events in a space in a well practised method just using one camera. A news camera journalist covering academic events can do so effectively with more relevance than just a camera at the back of the room.The sequence of methods are easier to watch than explain. As in a video demonstrate to a group of film students shows.

See Appendix 3: 05 ClassroomAsTheatre

However, teacher interactions with students are normally regarded as a private space. A space where a precious relationship between teacher and student is almost sacred. Intrusion into the space by anyone is very rare, the event of an inspection unsettling even deeply resented by some. The appearance of a video camera is still an issue for peer assessment and for all other safeguarding issues. HE staff are particularly concerned with confidentiality of online research and

ethics to the point that sharing teaching feedback can be a breach of confidentiality bringing disciplinary action.

What might be the result of academic staff overcoming concerns of reticence of any kind especially confidentiality of teaching observation? The author is at a loss to understand the concerns having visited hundreds of classrooms making broadcasts and also filming in recent years. The experience is that media captures largely special moments of learning. School Radio teacher/producers had a totally different attitude - a cooperative sharing environment amongst staff based on a completely public assessment and evaluation of every element of their own performance and still with immediate loss of post for the slightest error.

What if unwritten pedagogy as well as the experience and the attitude of 'The Few' of BBC education training were made available by the new technology to not to just a handful of specialist but to 'The Many'- every HE lecturer? The vehicle might be the updating of the peer observation form as a tool to generate awareness, and create discussion. The impact might be astounding: a creative educational revolution equivalent to the growth of do-it -yourself home studio music production. Even in live classrooms, where 360˚ observations with several cameras are now a real possibility.'Show Not Tell' - good video communications and use video to turn all these ideas in concrete form is the potential.   It is at this point that Lemov (2020) has much to say about learning online that confirms there should be no concerns at all. A total rethink on observing why, how and what successful teachers do in the classroom will have an enormous benefit to other teachers and the sharing will have a wonderful impact on student learning.

Attitudes to change

The mystery of HE staff reluctance to accept the online world of public performance is that they are already completely familiar with the situation. The reasons are several:

1. The idea of performance in teaching is not necessarily welcome. Seriousness and formality are the norm in pedagogical theory. A traditional conservative approach views performance as frivolity. Yet good teachers are respected because they do entertain, do bring pleasure and smiles, do use creativity.

2. The exclusivity of the 'secret' skills of 'The Few' always created professional jealousy. It was a familiar feature of school visits by a Schools producer and a particularly disheartening experience. Within a second of arrival, some schools welcomed with

creativity and light, others a dark negative sour, resentful, "We don't need your materials. We are the experts". No need to say we all agree what is the better learning experience for the child.

3.   The language is not yet available to describe the holistic mind-body teaching interventions at the root of performance in live, near mind online, interactions.

4.   Stating the obvious, education radio has an audience that the teacher can't see. 'The Few' have experience of not needing to see a class of children to plan, envisage projects into a space, and generate pictures in the mind of the receiver child or college student.

5.   There is a lot to learn very quickly. The radio experience transfers to the visual digital technology but with so much new depth of information and emotions from the world of radio blasts into a visual view within 2 feet of the student. A different physical orientation of the lecturer and the screen is required as outlined below. The lecturer needs to be at 45˚ to the computer screen - a kinder more conversational position. To achieve the advantages of the full pedagogy of online or offline: body movement, position in the classroom, facial expressions, tone of voice and language, used by the teacher are, 'a bridge too far'.

6.   Traditional abstract concepts are no longer insufficient for teaching under these conditions. All is now minutely observable and good teaching can be shared instantly.

7.   HE staff are themselves in a situation of personal difficult and within their own home. Without being aware of the unintentional and unnatural physical position of being in very close face to face confrontation, no wonder there is stress and exhaustion.

We move into the area of change management. The ideas in the paper are unconventional. Enthusiasm and creativity are not necessarily welcome. The context is a populist cultural situation in a pandemic - an unusual atmosphere. There is always the curious peevish negativity of the academic. Collaboration with an experienced senior lecturer with a background as a local authority education adviser is a just the kind of team approach used in School Radio. Teacher/ producers would normally surrounded themselves by experienced people to maintain the conversation about excellence - in the time before the National Curriculum. For these reasons, collaborating with Angela Scollan, whose wider perspective is clear in a new publication on policies and practices in education, is essential and much appreciated, Farini, F. and Scollan, A. (eds), (2020).

See Appendix 3: 09 The Long Interview

The exciting potential is therefore, within reach and worth grasping immediately: conventional educational pedagogy as a secret art can move on in two important areas:

1) The naturally skilled teachers in a private event with student, watched by a specialist advisor, observer and reputation spread by word of mouth, can now be revealed to all. The cameras make the skills learnable techniques for all. It is possible for good teachers lucky enough to acquire skills as by magic: to share their skills, and can now be learnt and understood as a physical, whole-body activity. The ideas of Lemov (2015) that teachers are made not born can be realised in practice.

2) The results will be profound, especially in one-to-one tutorials. There is real potential that, should HE staff follow my videos they may understand the practical components of ways to replicate Russell Group tutorial-based learning with any student.

See *Appendix 3: 06TEX Latin"toWeave"**

Terminology of the online distance learning pedagogy

Making *45˚ Learning* explicit. Online learning requires a different approach and an informal language, derived from studio jargon, and from everyday 'making'. Here are some examples:

Voice

No holds barred = immediate attention arresting start

Menu = reveal the content of the session in the first minute

Explainers = tell students what is happening and why

Cold Calling = ask random students questions

Expectations = phrases that suggest learning activities and approaches.

Show Not Tell = demonstrations preceded explanations

Surprises = events with activities that entertain and attract attention

Silence = actively wait in silence for student to think

Pause = create expectation

Face

Facial expressions: smile, animate, appropriate to subject and moment.

Upper body

Sideways = informal, non- confrontation, discussion, not lecture, chat show.

Head forward = conspiratorial sharing of information

Head side = thinking

Head ear turned = waiting for thoughtful answer

Step back = review - roll back on chair

Hand moves

Including you = inclusive beckoning

Becoming more = open hand raising upwards

Getting a grip = containing hand movement Watch video journalists for ideas.

The point = Don't point to the student! Point to the subject.

The direction = shift hands from left to right?

There is much to be learnt from an ontological approach and a through

understanding embodied metaphors of the presenter in their frame..

Whole body moves

Move = shift position to introduce a new point. Using as stool or chair on wheels is very helpful online.

45˚ Learning and The Ironing Board of Online Learning

Teaching physically at 45 ˚ to the computer, and using an ironing board has a serious aim: It embodies the principle of effective teaching as a whole body experience. It gives an experience of space and depth for both staff and student and releases the online teaching from a static boring industrial meeting face to face, confrontational model.

Awareness that teaching as a whole body experience works online.

The physical 'Hard Skills' organisation of the lecturer's enforced home online studio, and the 'Soft Skills' personal presence online are just the base line for the third much deeper element a teacher might experience in their BBC training: ways to refine spoken English skills for student engagement as summarised here.

Hard skills

Some alternative to the face to face assumed position of online teaching: the norm for imported US software designed in the industrial training and meeting model. Face to face is confrontation. Learning is about creativity enjoyment and conversation. Manifest in the idea of 45˚ learning is recreates and embodies the conversational mode by positioning the laptop sideways - to create a senes of being next to the learner. The effect can be created online, especially in a one-to-one tutorial in gallery view in zoom.

Extending the desktop is easy with a small portable 33" ironing board, *Figure 1.* The board is particularly useful in the cramped conditions of spare bedroom as it has a hook and can be hung on the back of the door. Place the ironing board lengthways and at 45˚ to the laptop has a magical effect in the laptop camera. Depth and space suddenly appear in the webcam. These are powerful embodied metaphors. Practically, there is now room in the visual field to Show not Tell - teaching props, even a miniature easel with an iPad (11") propped up on it as a mini digital screen, an A4 iPad might be more effective.

The effect is improved by using a wide angle webcam or in the case of the *Figure 1,* a super wide angle ENG camera. The wide angle allows the lecture to be close to the laptop to work it, yet appears to the student that you are in a relaxed position far from their normal experience of their lecturer naturally close talking down their nose from the ceiling.

Figure 1: The ironing board of online learning at 45˚.

The result from the viewer's point of view, is shown in *Figure 2.* The background looks spacious and has the embodied metaphor 'depth' and, if 'propped' with artifacts also quite interesting. Use a hairdresser's stool to move about to attract attention to new teaching point by changing position and conditions are set for student's closely attention.
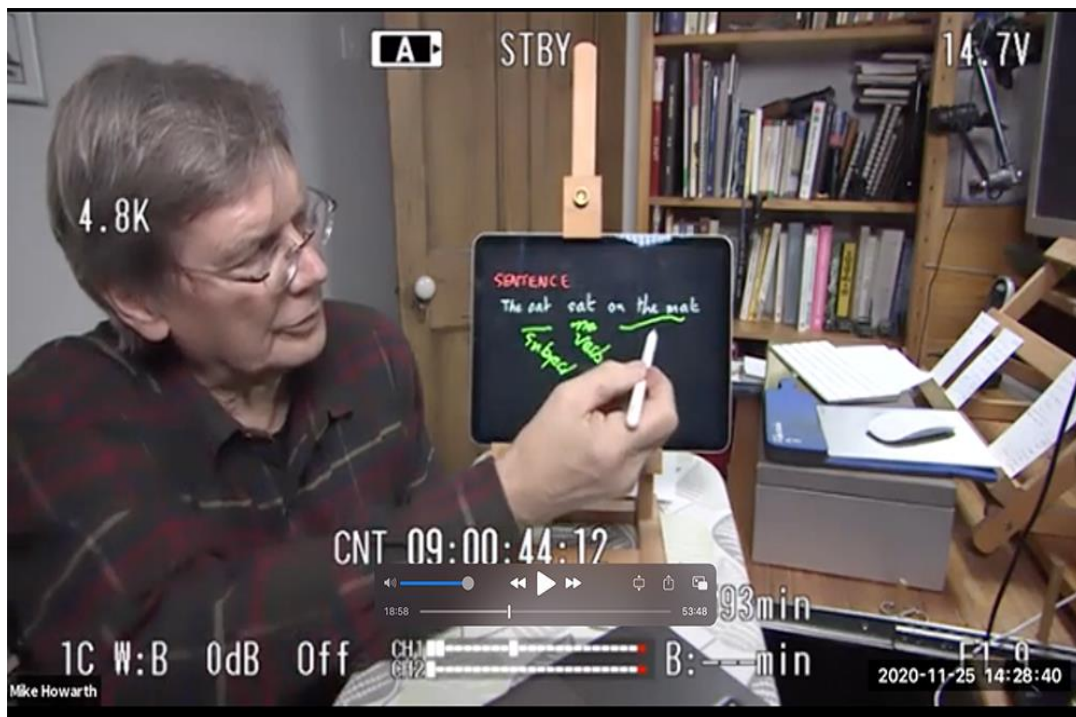
Figure 2: The student experience.

Also, it is important you can be seen and especially your eyes, so lighting is required and it should be white light, even though a window is available, to ensure an even natural skin tone at any time of day or weather conditions outside. The best main light position is above and behind the computer as in *Figure 2.* There is also a side or back light as seen top left in *Figure 1*: Cheap ring lights are available which any student uses for perfect TickTock performances. The most common visual of a lecturer without control of the light is a grey skin, or an orange complexion caused by the 'warm' domestic lighting or face hidden in shadow,. The latter effect is to make vitally important eye contact with a student difficult. Very small, rimless glasses being used here work wonders with well set up lighting.

Finally, The laptop screen should be vertical with camera at eye level to avoid the lecturer either appearing to be on the ceiling with a little hat of light from the bedroom chandelier or to be looking up from a hole of deep depression somewhere on the floor. I am amazed how lecturers can be of their physical presence and the impact on the student. But how delighted they are to move on to new exciting possibilities. Is it possible that in student issues of all kinds engagement may improve if these elements are introduced? Try it and see..

See Appendix 3: 01HaircuttingStool

See Appendix 5: Home Studio Equipment

Stop Press ! A recent development explored during 2021 is the Blackmagic ATEM 'switcher.'(Figure 3) It gives any lecturer control of up to 5 cameras for their teaching. All the cameras are linked via

HDMI cables to a box smaller than a computer keyboard.

> *Figure 3: 'The ironing board of online learning' with the 'switcher' (centre) to flip between the webcam, iPad (foreground), closeup camera (in this case a wide angle webcam). This image is a still from the rear view video. All together they give space and depth to the student learning experience.*

The control over different views can be maintained not only within one Webinar event but without breaking up the teaching flow by stopping to 'Share Screen'. Switching from an iPad with student's writing to a PowerPoint lecture or a video in seconds from the resource folder can deliver action, performance and enjoyment in learning. The use of wide-angle webcam for the main teacher's camera becomes an essential element that gives the depth and perspective that avoids the physiologically stressful face to face confrontational experience of the usual online desk configuration.

The potential for using it for staff online teaching training is illustrated in the Figure 4. The winter weather in 2021 and continued Covid conditions confined the ATEM kit to use indoors for teaching online with students during the pandemic.

Figure 4. Still from author demonstrating the 360˚ garden classroom video.

(Students are represented by sailor's rope work from the author's craft business).

But in summer 2020,four cameras were rigged up to explore the possibility of online analysis of teaching methods in a 360 space with emphasis on the whole body nature of performance for learning. Perhaps for use with HE staff, perhaps for teacher training student with limited access to live teaching, instead of passive watching single camera videos of teachers in classrooms.

See Appendix 3: 07 360˚ Classroom

These methods are being tried out on a large scale in 2021. Village halls around Bishop's Stortford are being for kitted out for live streaming local community education. The Virtual Village Halls Project is a collaboration with my colleagues in The Rotary Club of Hertfordshire Shires, Ware.

Soft skills

Now you are in a real position to use and free to explore the series of new creative ways to chose and alternative to lecturing in a declarative style , when appropriate, and start channelling your teaching in a stream of conversation laced with tones of pleasure, expectation, inclusivity and involvement. Structure these sessions with the ideas outlined above starting with the Running Order or the Menu methods.

Screen presence is a subtle art. The assumption that giving a lecture online is a doddle compared to the college theatre needs careful re-assessment - unless you are really good at it: time disappears, cogent argument becomes endless waffling, your favourite edifying story may well become an in-your-face full colour flop, largely because these soft skills that are need to work with confidence in the confines of a small screen, are ignored.

The kind of approach is summarised as an intense creative version of whatever was my original offline teaching. My method became to use my child-like state to lie on my side and suck my thumb: probably trying to avoid my parent's arguments, and dream of what will be said in future teaching events, learning activities with students and how the event is understood by students. A state of intense reverie not unlike ecstasy which appears to be Stendhal syndrome. Going to the theatre drives me crazy sit-in still .I made notes of teaching ideas and dreams in a notebook by the bed. I also had a bottom drawer of press cuttings, images, articles to go to when ideas were in short supply. My industrial injury is that 20 years after retirement I am still unable to stop waking at 4.30 in this state of mind. I have grown up a bit. The way the paper is written is to ground writing in an oral and aural frame and dictate ideas into Pages on the iPad or sketch them with an Apple pen.

The viewer should quickly see in the accompanying videos that training of the School Radio teacher/producer embody many core education principles found in top-level media communication skills of BBC radio and video journalism training. The process mirrors skills in creating effective teaching resources too. It would not be a surprise that these methods have a long classical tradition and are grounded in philosophy, particularly Wittgenstein, (p37,Ellenberger, 2020).

See Appendix 3: 02TheAcademicNostril

Practical Improvements to an Online Learning and Teaching Event

Revision of the Observation Proforma
The section applies ideas in the previous sections to the online lesson planning, and observation form to illustrates what the creative alternatives look like as a practical working model. So its immediate value and implications can be assessed.
A typical peer observation form comprises:

> A lesson plan. The relationship to the UKPSF framework Observation forms, which include observation of a Technology Enhanced Learning Online Session. Observers feedback reflections and Student feedback. The relationship to the UK PSF framework is put aside for future consideration.

There are four practical improvements to the peer observation form in a new dedicated Online Learning and Teaching Event Observation form. The improvements are:

1 Pre event planning participation for students, because an event needs to start with the audience briefed and ready to start.

2 The Online T&L planner that helps the lecturer to visually track aims and objective explicit in the structure for the online event.

3 The Resource Folder is the core of the online teaching event, because the intensity of online teaching requires specific and frequent interaction and attention grabbing assets. The use of assets stimulates a creative approach to effective delivery.

4 An Online planning, observation and feedback form that embodies features ofthe online pedagogy.

See Appendix 2: Online peer observation form

Improvement 1: Pre and Post Event Emails

Formalising the preparation and end of an online teaching event. An online 'wrapper', taking the norm for the School Radio broadcast: the pre event announcement, the bylines in the Radio Times, the teacher's booklet, that can now be achieved digitally, and to so much more effective online in an email. The event is understood explicitly in a transparent artefact by all participants before it starts and reinforced afterwards.

A pre event email example

An example of a pre-event email I used recently.

Ironing Board of Online Learning Show 25th Nov 2pm

Hi Everyone

Today's Running Order includes:

a) Share questions about the course

b) A one to one with each other using the journalist Who,What,Why,When,Where an exercise for your research online.

c) Meet others who study the same subject

d) A survey of my support videos

e) All talk to each other while I have a short coffee break

f) Quick survey of my own research about how you learn

g) Tips on looking good online

Remind me about the exercise with no cameras on if I forget.

Lets get the show on the road

Please select all the times you can make Be there! or..........

A post event email example

Here is the online equivalent of the teacher's comments live classroom session . Also the Teacher's Notes of a BBC School Radio series encouraging activities in follow up booklets with graphics and tasks after each broadcast. Note: Informal expectational language.

Hi Everyone 25th Nov Follow Up

I think we had about ten people which is really good.

Follow up point 1: I realise that I never got round to explaining why the Dissertation Song was important for the Proposal Form writing pattern. When you hear the famous words of my song, try and work out which is which in the boxes in your Proposal Form

Who, what, and where, by what helpe, and by whose,

Why, how and when, doe many things disclose.

— *The Arte of Rhetorique*, 1560   --- so nothings new then!!

Follow up point 2: Everyone spoke at some point. The more you put in to group meetings the more you get out. Empathy oh Empathy they got it Infamy

Blank silences make me nervous-and lonely.

Feedback Please on the session out of 10 where 10 is high? What worked what didn't?

The wonderful possibilities for meeting different styles and learning needs …..Zoom record of event link ……

Work sheets, visual formation activities fir the session can be attached to the email.

Improvement 2: The Online T&L planner

A typical T&L planner is reordered as a core visual structural for a live classroom event that recognises an audience ready for an interactive learning experience. The online planner is a collection of concepts and components that take into account the time available and is flexible for different situations including online teaching added as an afterthought.   *See*

Appendix 1: Online T&L planner and offline T&L planner compared
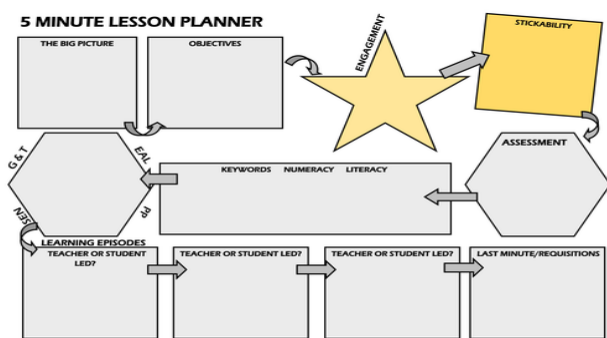
Figure 5: Typical T&L Planners for a classroom event.

The components of the online planner

1 The last elements- the episodes - in the existing planner become the first element in the revised planner: they are the core linear structure and content of the online event. The subject content is now up-front and the focus of the lecturer's planning, immediately clear and explicit to participants.

2 A precise method of starting the main event, linking episodes and finishing the linear structure is now controlled by spoken English. Written down at four levels or styles of scripts as discussed in the next section.

These two changes are simple methods of that allow a lecturer to make personal eye contact and personal informal conversation from the very first moments of the online event. Instead of the student hearing a lecturer searching for words and seeing their eyes moving all over the place, they experience a lecturer in control, focussed on the camera, and focussed on them personally and with confidence.

Engagement, that vague undefined yellow star added as some extra magic ingredient in the middle of original planners, is now embedded in the central structure of preparation and presentation.

The other items in the original planner belong in a Resources Folder with all the assets to be used

Pre Event Email Headline Key seller ideas	EVENT TYPE Running order Menu Storyboard Script	Running Order 2 min Title 5 Events max Resources Explainer	First Episode Introduction Resources Explainer Relevance
Second Episode Introduction Resources Explainer Relevance	Third Episode Introduction Resources Explainer Relevance	Fourth Episode Introduction Resources Explainer Relevance	Fifth Episode Introduction Resources Explainer Relevance
Summary Reminders Recall Resources Stretcher	Register Time	Down Time Personal chat with students life in general	Post Event Email Reminder Follow up Tasks Follow up Resource

to achieve the central threads of the story.

Figure 6: A revised T&L Planner. A linear approach to a visible sequence of online events driven by scripts of various kinds that allow the lecturer to make immediate personal contact with the student.

Advantages of the Online T&L Planner

1 Four script styles that focus attention on interaction with the student:

Level 1 Running order, 2 Menu, 3 Storyboard, 4 Full script.

The four levels of script complexity in the revised online lesson planner: running order, menu, storyboard, full script, are practical, workable tools used by professionals. They also have the advantage that a beginner can try their hand at running order and menu which is the usual studio document for a magazine or phone-in programmes with the list of participants in order on a couple of sheets of A4. For example, a teacher might use these key highlights on a card stuck under the webcam for reference for a quick glance while still maintaining full eye contact with the student. A storyboard will be familiar as a blank PowerPoint sequence worked up into a lecture with a much more effective structure. Start to work in the form of scriptwriting your message (Level 4) perhaps using tables in Pages or Word.

The scripting process is in itself rewarding: a reflective exercise turning written concepts into spoken English.The full script can come in various levels of complexity. A lecturer might try a 1-2 minute written introduction and see the difference it makes to your level of precision, control, confidence in personal delivery instead of declarative lecture style. Watch the change in student response!

2 Engage through eye contact

These methods all have one important aim: to enable you to maintain eye contact with your audience, especially in the opening moments and at any time you need to move between themes, stress key points and make your voice work with pace and tone and cadence. You can forget your image on the screen. Instead, look at the camera not yourself or the tiny image of the student. Remember you are full frame on their computer and two feet away in their space. Your new preparation method empowers you to talk to all the students so each experiences you speaking to them personally.

3 Acquiring new communication skills

It may suddenly dawn that you are acquiring new communications skills as a lecturer by working online use this method. These are methods used by an actor or performer. Quite recently I have been through the Level 4 'wringer' training in the different medium of a video journalist, so I can speak from experience. Even after years working in radio the process is a revelation. In my opinion, my training is a confirmation of a direct thread between top level communication skills and the potential for enhancing the student's online tutorial experience. The video training senior management, professional presenters and journalists is of central educational value to student learning: to write with concision develops the ability to read aloud and rewrite written text, shifting between informal speech to formal written English and back again. It is the ultimate workplace communication skill. Try it yourself. Share that experience with your students in online sessions, and you begin to teach much more effectively and especially online. Ultimately you will want to put yourself through the scripting process.

4 New skills in spoken English

The Level 4 informal spoken style of writing only comes with practice. Spoken English is not a lecture read out aloud. It is best described as a transformation of that declarative lecture into a personal, informal talk to one person. Most talk on radio and certainly TV is scripted in some form. You would not notice because the style has been mastered to the extent it sound just like chat. It is specifically the tradecraft used in School Radio. 'Not a lot of people know that', to quote a much

regarded actor Michael Caine and also a very capable teacher demonstrates the methods in a film that is relevant to online teaching today (Caine,1987).

The ability to record your ideas in spoken English is demonstrated. These show how very useful an effective is the ability to record your ideas in spoken English and transcribe them automatically. The method makes adding an audio commentary and a text annotations to an existing video as a teaching tool much more professional. Pages on an iPad Pro with the Apple pen adds a fluidity and flexibility such as drawing on a miniature digital whiteboard in *Figure 1* above. These are techniques were once the preserve of specialists. Now any teacher can use them.

See Appendix 4: Working Documents and Production Notes

The production notes explore alternatives to the very logical academic structure to build up a presentation argument from a background that follows the evolution of the idea to the final and main point at the end. Lecturers, often follow this sequence in their presentations to students. Make an alternative storyline that keeps student attention.

The logic of a good communication guide is to engage immediately and apply top level written or spoken communication right away. The productions notes show how you can put the key message at the beginning, develop the message all the way through and remind the audience at the end. Anything not practical, visible and explicitly applied as on-screen engagement, is best kept in a Resources folder with the original lesson planner which is still a valuable guide, but as background to the memorable creative event.

3: The Resource Folder.

Here is simply a list of resources their structure and appropriate rename and depth. Each one constructed using the good communications methods of online learning.

The idea of the rescue folder is to turn teaching concepts into explicit media:

Still images

Photograph

Graphic

Dynamic examples

Video

Audio

Digital interactive eLearning software

Physical Show Not Tell

A model

A prop

Hand drawing a sketch.

All aimed to make the teaching point memorable, with humour, emotion, and above all visually strong. An approach aims to for intense creative version of whatever was your original teaching idea.

Improvement 4: Peer to peer observation form revised

The present Technology Enhanced Learning Online Session can be reorganised to recognise the need for active presence and focus on pedagogy in the event itself, not as a theoretical framework. That is why making the Online T&L planner the central structure of the event is the first stage in my view. However, in terms of the more familiar paper based academic method the existing observation form starts with a session plan form:

> **Planning and organisation:** (e.g., scaffolding, consistent approach, TEL thresholds met?) (Possible UKSPF dimensions: A1, K2, K4)
>
> **Content:** (e.g., are learning session materials available, learning activities – before/during/after?) (Possible UKSPF dimensions: A2, A5, K1, K2, K4)
>
> **Communication:** (e.g., is it clear how students will communicate with staff online?) (Possible UKSPF dimensions: A3, V1, V2)
>
> **Use of resources**: (e.g., video, slides MCQs) (Possible UKSPF dimensions: A1, A2 , A5, K1, K2, K4,V2, V3)
>
> Overall comments on the online pages Positives/Strengths: Areas for development (refer to staff development and CAPE workshop for guidance): Identified good practice which can be disseminated:

a) Session online event plan form revised

> **Immediate Evidence of Planning and Organisation to Students:** (Opening moments 30 seconds. Visual Appearance. Immediate engagement with students. Tone of Voice. Engaging Language. Quality of Delivery. Subject Aim and Content   Possible UKSPF dimensions: A1, K2, K6)
>
> **Development of Content in each event section:** Evidence of lecturer language to inspire, draw out expression of personal student voice, bring out interest challenge student, motivate, inspire, relevance, relate to persona student experience of practice, discuss research, Explicit example of evidence to demonstrate students are developing of critical

thinking.

(Possible UKSPF dimensions: A2, A5, K1, K2)

Pace and Tone of moments that encourage participation, explicit explanations of class management. Praise with explicit evidence of reason for praise. Class discussions as evidence of participation.(Possible UKSPF dimensions: A4, K5, V3)

Use of resources matched to specific objectives in each event section: Mapping of slides, technology, software, handouts, to each objectives (Possible UKSPF dimensions: A1, K4)

Overall comments on the online session in terms of learning, enjoyment, emotion, and memorable moments.

The advantages

b) Observation online event feedback form revised

The revised Online Observation feedback form uses the same observation categories structure. One form maybe used to take advantage for the following new opportunities that the online media platforms provide.:

1. A live online event with no recording.

2. The event might be recorded and the observer may watch at a different time with paper based feedback.

3. Feedback can be given by the observer with a running commentary as a sound track on top of the video recording.

4. There is the potential for using video playing in a shared Zoom screen recorded online or offline with the observee and the observer discussing the feedback while scrolling through and identifying elements of interest.

Observation in this context suddenly becomes an exciting situation. However, lecturers do not yet operate in this environment of 'freedom of information', but there are important advantages from changes to the current attitudes to strict levels of confidentiality:

1 The sheer detailed quantity of data about pedagogy in action in a recorded teaching event.

2 The huge potential for staff for CPD.

3 The potential for student CPD in terms of their recorded presentation and online presence.

The School Radio teacher/producer operated in a shared acceptance of open assessment, public broadcast and availability of recordings of broadcasts are the currency of success. In my view and from personal experience the transparency and open feedback is a method for ensuring excellence.

Online peer assessment training

It is evident that training will be required to manage the use of the new form. The training will be an exciting opportunity because the benefits will be valuable to all aspects of their teaching. Lecturer tries out the ideas based on this paper, the revised peer observation form and the assets in the Appendix.

Method 1: Running Order or Menu Training

A Zoom session to discuss the lecturer's own draft ideas and language used to introduce them to the student. All the teaching elements are required to be explicit in these structures. It is a brief and refreshingly focused exercise. The lecturer can then experience rewriting into real spoken English script before the lecturer's eyes on the shared screen. To watch the words being moved around and read out is electric:

change emphasis, add emotion, chose images and illustrations that make the teaching point more effectively.

One review of the running order or menu, are all that is required for the "penny to drop". After only about 5 minutes the lecturer witnesses the beginnings of how to build a narrative story into a lively, colourful learning event. It's a revelation.The lecturer who is asked, "What do you really want to say to the students?" steps forward in their teaching career.

Method 2: Story Boarding Exercise.

The HE lecturer takes their T&L plan and populates the elements into the PowerPoint first writes in the blank frames as an outline. The lecturer then explains the content to the trainer as if speaking to an individual student. Does the structure work? Does it actually work in terms of the event planner.

See Appendix 3: 04 Make PowerPoint Come Alive.

Method 3: Scriptwriting session

An exercise in writing and presenting short sequences to camera. The experience will have an amazing impact on the way the teachers thinks about themselves in the world.

Other training methods

1 5Ws Check

• Reframe the storyboard to ensure the Who and What and Where and Why and How and When Structure, the rubric of good communication.

• The structure performs an enervating mind-body Performance check.

• It works whatever the subject and the aim of a session.

2 Spoken English check

Lecturer uses a checklist:

  • Shift words round to be speakable not just readable.

  • Add emotion words.

  • Visualise ideas explicitly in images and illustrations. Visit Google images

  • Use of story.

  • Audio

  • Movement action games

  • Props

3 "What do I really want to say"? Check

Test your own T&L is made explicit in your session by speaking aloud into Word or Pages dictation the narrative the story of the event. Or at least the Running Order. Use this in a simple autocue taped under your web camera.

Work overload and management of online teaching events

Lecturers running an online Zoom or Teams session rapidly become aware they are overloaded with different tasks. They are presenting themselves as obviously visually distracted and not looking at the students. The chat room is a major distraction as much as a useful tool. What salesman managed to sell the idea that one person could be expected to work in these conditions of sensory overload and stress? So much money has been spent by universities renting the software too.

My reaction is to compare the Zoom situation to radio news programme or a phone-in. The very simplest event has a producer, a desk studio manager, a digital grams studio manager and phone PA. Even a DJ operating the desk themselves has a studio team.

At least online events need someone to manage the chat, another person to play in or manage the interactive resources. The lecturer should be left to do one task - present and interact with the audience. Perhaps students should join in and help. The idea of a digital buddy, eLearning technical support staff helping lecturers should more than and help while lecturers find their feet. I am sure staff will start to develop creative alternatives, such as shorten exhausting 2 hour sessions, and double-hand presentations.

See Appendix 3: 08 Online Event Management.

New software design

One solution to the situation is create software that makes the Zoom and Teams task easier. I have been working with Neil Clayton a New Zealand software designer of iShowU Instant. It is a Mac screen capture platform used by gamers. I have been using it for several year to record videos for students and demonstrate writing skills.

Now, Neil and I have been working on a new development called *iShowU Switcher*. *Switcher* is a virtual teacher's desk. All items from the Resource Folder for a teaching event spread out in the software ready to go. Arrange them as you will. After the lecturer's introduction video, one click and video is reduced to a small corner icon. Another click brings up one of the box contents such as a PowerPoint in a seamless flow or a video, then flip to a live POV camera or an iPad as an idea sketcher. Students will appreciate this streamlined and flexible delivery method. Try it (Claydon, 2020).

Switcher overcomes one of the key problems with Zoom and Teams screen sharing - the distraction and disruption of holding up the flow of a presentation or attention of the student. Especially when a lecturer having to come out of share mode to select a new item.

Switcher is a term for new keyboard sized units for selecting video cameras which are rapidly becoming popular for streaming video events. iShowU Switcher uses internal software to control the various source of inputs into the laptop.

Try the training

I am available for personal and group training. Unfortunately, the level of training I received is no longer available even in-house. Training is privatised in the contract culture. It is now an expensive privatised business. I am acutely aware of the privilege and value of BBC staff training and wish only to share the experience. I was very lucky to learn these communications skills in a professional setting. As a student I only met my college tutor once a semester.

When I see your running order or storyboard in a shared Zoom screen. I am able to edit you live. I can show you what to do in half an hour: the process can be recorded for your reflection and action. It's fun. It's creative editing, what a School Radio producer did everyday, all day. The process is particularly life affirming. For the full scriptwriting experience, allow me to put you through the process of exquisite pain and pleasure of learning a new way to write and present like a video journalist. You will leave with improved online presence, and a video of yourself using your new found online skills.

You will have access to videos are backed by a style of annotated working documents and production notes that illuminate the process of their creation.

Conclusion

Can eLearning and online learning colleagues in HE make use of the ideas in this paper?

The argument is that *45˚ Learning* forms an educational manual for personal self-awareness for HE lecturers, trainers and students. Helps you improve your online presenting, improve your mental health and well-being by understanding old ideas can take control of the new digital the audio and visual world in which Covid has forced you to operate.

These easy steps are a journey to becoming more creative in your approach. Your students will benefit and your satisfaction as a teacher will be worth the effort. Stop fighting the enemy using misguided methods of 'engagement'. Replace declarative lecturing and say hello to 'inform, educate and entertain'. The conversation starts here. Contact me now!

Notes on the contributor

20 years experience as a senior BBC School Radio producer, a PhD in multimedia interface design, course leader in multimedia design, School of Work Based Learning support tutor at Middlesex, training in video journalism as a cameraman/producer, consultancy education video at UCL developing ARENA Fellowship resources 2011-2019. Currently, final year dissertation academic writing team support online, School of Education, Middlesex University, 2008 - present.

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Appendices

Appendix 1: Online T&L planner and offline T&L planner
Appendix 2: Online peer observation form
Appendix 3: Website Video List
Appendix 4: Working Documents and Production Notes
               sample of separate 125 page pdf document
Appendix 5: Home Studio Equipment

Appendix 1: Online T&L planner and offline T&L planner

Pre Event Email
Headline
Key seller ideas

→

EVENT TYPE
Running order
Menu
Storyboard
Script

→

Running Order
2 min
Title
5 Events max
Resources
Explainer

→

First Episode
Introduction
Resources
Explainer
Relevance

→

Second Episode
Introduction
Resources
Explainer
Relevance

→

Third Episode
Introduction
Resources
Explainer
Relevance

→

Fourth Episode
Introduction
Resources
Explainer
Relevance

→

Fifth Episode
Introduction
Resources
Explainer
Relevance

→

Summary
Reminders
Recall
Resources
Stretcher

→

Register Time

→

Down Time
Personal chat
with students
life in general

→

Post Event Email
Reminder
Follow up Tasks
Follow up Resource

Appendix 2: Online peer observation form

Online Learning and Teaching Practice Observation Proforma
Section A: Online Event Planning

To be completed and sent to the observer before the observation

Name of person being observed	
Name of Online Observer	
Purpose of Online Event Observation (Please indicate)	Peer observation Probation Progression Promotion PGCHE/APA
Online Observation Event type (Please indicate)	Live Event (Observer to complete Section B)
	Video Recorded Event Technology Enhanced Learning Online Session (Observer to complete Section C)
	Recorded Peer to Peer Assessment & Feedback Session (Observer to complete Section D)
Focus of Online Event Observation (e.g., feedback for improving specific areas of my practice.	
Date of agreed Online event Observation Time of observation (start & finish)	
Location	College Details: Self-assessment of arrangements. Home: Self-assessment of arrangements. eg Bedroom. Main Room . Study. Home Studio. Lighting. Sound Proofing. Other.
Software Platform Technical Details	Home Computer. eLearning Platform. Webcam type. Cable. Phone line Issues?
Module code and title	

Online Learning and Teaching Practice Observation Proforma
Section A: Online Event Planning Con't

Online Event Planning Structure Type Running Order Menu Script Other Title	
Subject	
Aim	
Outcome indicators	
Online Event Planner (See Online template attached) Session Structure Starter Impact Middle Sections inspirations for each section Closer Wind up. Post session chat. Resources types and content	match visible resource to section aim
Context: Issues of Online Event Organisation Programme. Number of students. Context: Factors affecting Event cohort demographic	

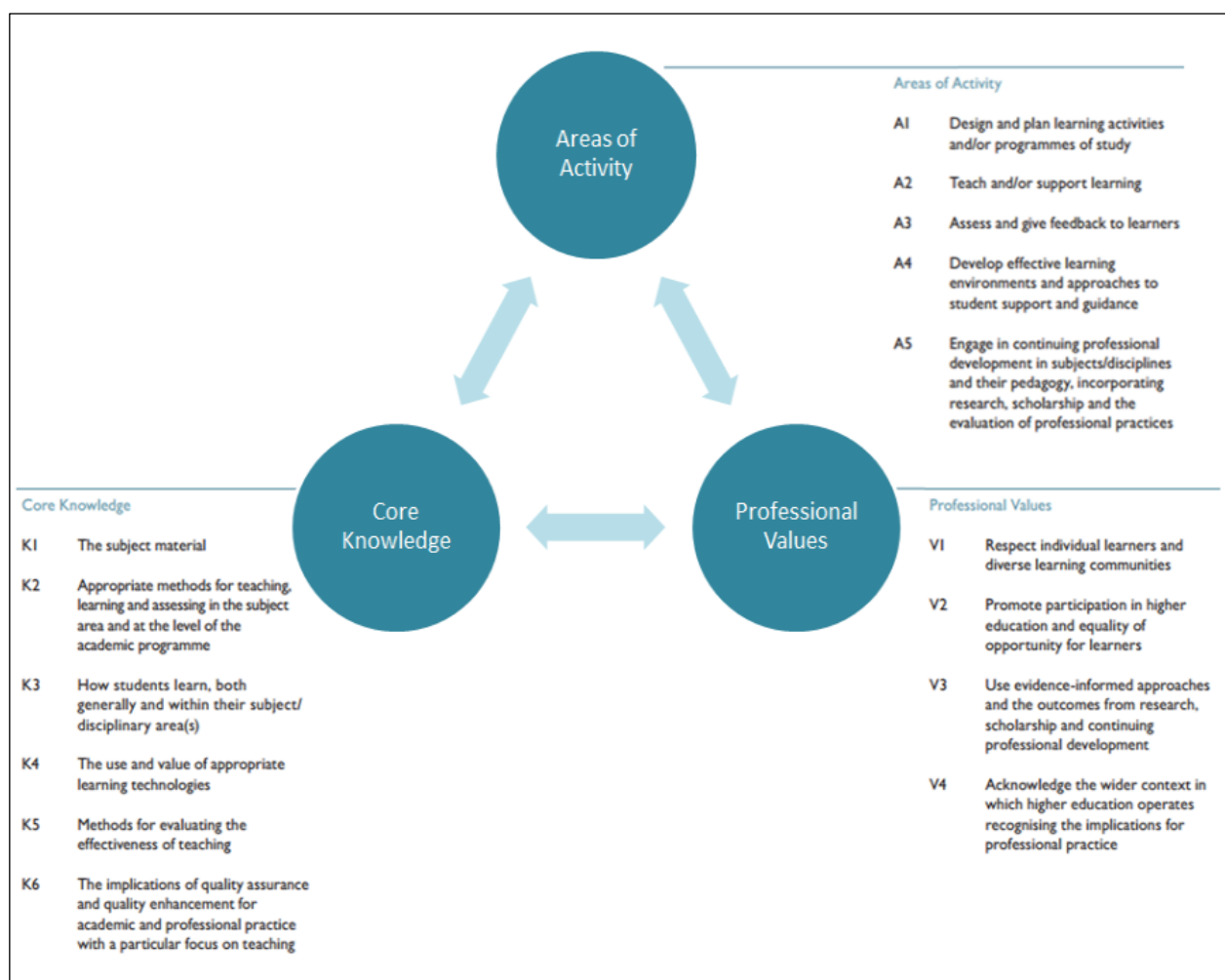# Online Learning and Teaching Practice Observation Proforma

Does the UKPSF specifically map to the online learning New Design Event as proposed?

What is the UKPSF framework and why is it mapped to this proforma?

The learning and teaching practice observation proforma has been mapped to the UK Professional Standards Framework (UKPSF) to ensure the continual development is in line with sector practices, as well as Middlesex University staff development e.g., the MU Recognition Scheme (MURS), the PGCert HE, and Academic Professional Apprenticeship, promotion requirements etc. The mapping also helps to identify areas of good practice and areas for development for the person being observed.

The UKPSF is part of an ongoing, sector-wide focus on the professionalisation of teaching and learning support in UK higher education. The UKPSF framework is intended to support institutions and practitioners to develop excellence in teaching and demonstrate the professionalism of teaching staff to students and other stakeholders in higher education. It aims to facilitate the benchmarking of teaching and learning support roles within higher education.

The UKPSF framework encompasses three dimensions which relate to areas of activity, core knowledge and professional values. Further guidance on the UKPSF can be found on our intranet pages https://documents.advance-he.ac.uk/download/file/7013. For more information please contact CAPE@mdx.ac.uk

Online Learning and Teaching Practice Observation Proforma
Section B: Live Online Teaching Event – Observer's Feedback
To be completed by the observer within one week of the observation and returned to the person observed

Name of observer	
Learning Event (Lecture, workshop, seminar, tutorial)	

Immediate Evidence of Planning and Organisation to Students: (Opening moments 30 seconds. Visual Appearance. Immediate engagement with students. Tone of Voice. Engaging Language. Quality of Delivery. Subject Aim and Content   Possible UKSPF dimensions: A1, K2, K6)

Development of Content in each event section: Evidence of lecturer language to inspire, draw out expression of personal student voice, bring out interest challenge student, motivate, inspire, relevance, relate to persona student experience of practice, discuss research, Explicit example of evidence to demonstrate students are developing of critical thinking.
(Possible UKSPF dimensions: A2, A5, K1, K2)

Pace and Tone of moments that encourage participation, explicit explanations of class management. Praise with explicit evidence of reason for praise. Class discussions as evidence of participation.(Possible UKSPF dimensions: A4, K5, V3)

Use of resources matched to specific objectives in each event section: Mapping of slides, technology, software, handouts, to each objectives (Possible UKSPF dimensions: A1, K4)

Overall comments on the online session in terms of learning, enjoyment, emotion, and memorable moments.

Positives strengths: Practical improvement with examples: Identify good practice that can be shared:
Observer: Please comment on what have you learned. What could you use in your teaching?

Online Learning and Teaching Practice Observation Proforma
Section C: Recorded Online Teaching Event – Observer's Feedback

To be completed by the observer within one week of the observation and returned to the person observed

Name of observer	
Learning session type (e.g., lecture, workshop, seminar)	

Immediate Evidence of Planning and Organisation to Students: (e.g., Opening moments 30 seconds. Visual Appearance. Immediate engagement with students. Tone of Voice. Engaging Language. Quality of Delivery subject Aim and Content. Possible UKSPF dimensions: A1, K2, K6)

Development of Content in each event section: Evidence of lecturer language to inspire, draw out expression of personal student voice, bring out interest challenge student, motivate, inspire, relevance, relate to persona student experience of practice, discuss research, Explicit example of evidence to demonstrate students are developing of critical thinking.
(Possible UKSPF dimensions: A2, A5, K1, K2)

Pace and Tone of moments that encourage engagement, explicit demonstrate of class management. Praise with explicit evidence of reason for praise. Class discussions as essential evidence of the value of participation.(Possible UKSPF dimensions: A4, K5, V3)

Use of resources matched to specific objectives: The relationship of slides, technology, software/apps, handouts, to specific objectives (Possible UKSPF dimensions: A1, K4)

Overall comments on the online session in terms of learning, enjoyment, emotion, and memorable moments.

Positives/Strengths:

Areas for development (refer to staff development and CAPE workshop for guidance):

Identified good practice which can be disseminated:

Observer: Please comment on what have you learned that you could use in your own teaching?

Online Learning and Teaching Practice Observation Proforma
Section D: Assessment Session/Observation Review – Observer's Feedback

To be completed by the observer within one week of the observation and returned to the person observed

Name of observer	
Learning session type (e.g., lecture, workshop, seminar)	

Immediate Evidence of Planning and Organisation to Students: (e.g., Opening moments 30 seconds. Visual Appearance. Immediate engagement with students. Tone of Voice. Engaging Language. Quality of Delivery subject Aim and Content   Possible UKSPF dimensions: A1, K2, K6)

Development of Content in each event section: Evidence of lecturer language to inspire, draw out expression of personal student voice, bring out interest challenge student, motivate, inspire, relevance, relate to persona student experience of practice, discuss research, Explicit example of evidence to demonstrate students are developing of critical thinking.
(Possible UKSPF dimensions: A2, A5, K1, K2)

Pace and Tone of moments that encourage engagement, explicit demonstrate of class management. Praise with explicit evidence of reason for praise. Class discussions as essential evidence of the value of participation.(Possible UKSPF dimensions: A4, K5, V3)

Use of resources matched to specific objectives: The relationship of slides, technology, software/apps, handouts, to specific objectives (Possible UKSPF dimensions: A1, K4)

Overall comments on the online session in terms of learning, enjoyment, emotion, and memorable moments.

Positives/Strengths: Areas for development (refer to staff development and CAPE workshop for guidance): Identified good practice which can be disseminated:
Observer: Please comment on what have you learned that you could use in your own teaching?

Online Learning and Teaching Practice Observation Proforma
Section E: Observee's Reflections on the Observed Session
To be completed by the observee within one week of the observation and discussed/signed with the observer

Strengths: (e.g. what did you think went well, what areas were you proud of, which areas did you feel worked well and why?)
Areas for development: (what will you take from the observer feedback? What did you feel could have gone better and why?)
My developmental needs: (e.g. what would you like help with to improve your practice? What would you like reviewed next year, what staff development will you engage in?)
Other comments/suggestions/confidentiality agreement:

Observee Name: _____Signature: _____ Date: _____

Observer Name: _____Signature: _____Date:

Online Learning and Teaching Practice Observation Proforma
Section F: Student feedback (optional)

To be complete by the Student Voice Leader/representative within one week of the observation and returned to the person observed

Feedback on requested area of focus
Planning and organization: (e.g., structure, links to other sessions and learning activities)
Content: (e.g., interest and challenge, level, motivating, inspiring, relevance, relate to practice/research)
Engagement and communication: (e.g., pace, clarity, activities, class management etc)
Use and access to resources: (e.g., slides, handouts, space, equipment, technology etc)
Overall comments on the session:
Positives/Strengths: Areas for development: Identified good practice which can be disseminated:

Online Learning and Teaching Practice Observation Proforma
Section G: Anonymised Summary Feedback (following peer-observation)

*To be **completed by the observer** and discussed/agreed with the person being observed, then forwarded to the Head of Department or nominee within one week of the observation. (Please note: An anonymised summary will be sent to the Head of Department (or nominee), by the observer, for collation to inform departmental/faculty staff development planning. The collated summary can be included in the Annual Monitoring and Enhancement process, for sharing good practice within the Department and across the Faculty and University)*

Examples of good practice:

Areas for development: (e.g., staff development needs)

Other observations/comments: (e.g., location/technology issues etc)

Appendix. 3 Web Page Video List

Here is an easy to see list of the range and content of videos without accessingthe password controlled website. These are the work created before the paper was written. The make explicit the business of 'making of resources ' is an essential component of reflective practice, driven by the reality of user orientated online teaching resources.

Contact mhmvr.com to request password access.

WEBPAGE TITLE	VIDEOS	DURATIONS	CONTENT
00TeachingOnlineIntro	Video1: Teaching Online for Engagement Introduction	Dur: 4.50 min	Introduction to the three subject areas of the research.To be updated
01HaircuttingStool*	Video 1: Technical setup for effective online lecturing	Dur: 1 min	Hair Cutting Stool Laptop organisation: Set up your home lecture studio.
	Video 2: Online Engagement Method Webinar Bloomsbury Learning Exchange	Dur: 6 min	Video extract from online event working with lecturers to improve their online setup.
02TheAcademicNostril*	Video 1: Behaving Badly	Dur:1.26 min	Humorous demonstration of errors during online presentations.
	Video 2: The Academic Nostril Lecturers are performers Embodied Metaphors	Dur: 13.36 min	Identify the Problems. Creating a teaching resource using a Running Order Outline. We are all broadcasters now.
Check there is a not a problem here with the two videos	Video 3: The Academic Nostril Lecturers are performers Embodied Metaphors in Online Teaching	Dur: 13.36 min	The same video with extra captions and to suggest more ways to make your PowerPoints more creative and effective.
03TheUltimateTutorial*	Video 1 The Zoom Potential	Dur: 6 min	The Ultimate Tutorial Students read out their writing: the case for creating a Russell Group tutorial
	Video 2: Reading then Writing Writing then Reading The Back Story Draft 1	Dur:11 min	The story: a journey of discovery. The potential power of Zoom tutorials. Students are explanation of why they should engage.

04 Make PowerPoint Come alive* NB Need to add Documents info because a lot of ideas are on the page but there is no info in text from	Video 1: Trust me I'm a producer! I made dozens of the forerunners of PowerPoint - Radiovision Broadcasts BBC Education Radiovision at the UCL Institute of Education Library		How a lecturer can make their PowerPoints more engaging for students. Three parts: 1 Background, 2 Examples, 3 Demonstration. Jump to "Show not Tell" demonstrations if you are in a hurry towards at the end. .
	Video 2: Watch the original PowerPoint in a presentation Webinar Design to Promote Quality of Engagement: Towards a Transactional Model Toolkit Ist June 2020	Dur: 1.14.1 7 min (1hr)	A practical example using a UCUSA session by colleague Dr Anthony 'Skip' Basiel and myself. The subject is the paper published in Nov 2020 in: Basel & Howarth (2020), 'A 360 degree learning environment for university online teaching', Work Based Learning e-Journal International VOLUME 9, ISSUE 2 https://wblearning-ejournal.com/en/current-issue
	Video 3: Original PowerPoint with new ideas added as text annotation and voice over	Dur: 13.10min	Identify in this video the changes being made as they happen. Hear the thinking behind changes as I carry out a ruthless edits that I would be expected to do in a few minutes in a script meeting or indeed in the studio.
	Video 4: Slides being changed around on the lightable	Dur: 6.00 min	Now look at the super fast realtime gut reaction reconstruction of the PowerPoint on the light table with verbal talk through.
05 ClassroomAsTheatre* NB Need to add Documents info	Video 1: Recording an event while leading the session!	Dur: 2.03 min	Classroom as Theatre Adding Value: giving a little bit extra to students. Short Introduction video with stills images. The lecturer and the student teacher might find these ideas useful: a creative approach to the awareness of form and structure of a face to face teaching event and how it relates to an online event. All is story. With thanks to Dr Anthony "Skip" and Amity.
	Video 2: How the sequence above was edited using iShowU	Dur: 7.33 min	Editing using Final Cut Pro of how Video 1 was created.
	Video 3: Final Session for SHORT FILM PRODUCTION Course Code: FILM 313		The final session summary, filmed by students and edited with my help for the Amity online magazine.
	Assets: How to use your iPhone for Learning 2		Also Stills from preparatory work carried out in Hertfordshire Project ……..date

06TEX Latin"toWeave" *	Video 1: Weaving with Words	Dur: 7.23 min	TEXT Latin "to weave" or "to fabricate". Weaving with words: The creative and visceral legacy of actors to online learning. Illustrations to support the claim that lecturers can benefit from the role of the actor in professional distance learning resources.
07 360˚ Classroom*	Video 1: Introduction to the 360 Degree Classroom	Dur: 13.35	Reveal secrets of good teaching. Create a space for trainee teachers to practised watch the skills of others.
	Video 2: 360 Degree Classroom Filming		
08 Online Event Management *	Video 1: Webinar Event Debrief	Duty: 17.50	I use a debrief session for a webinar event which clearly had task overload for the organisers to create a feedback video for the team to demonstrate sessions for large groups can be better organised.
09 The Long Interview* The Angela Scollan Interview	Video 1: Angela Scollan in conversation with Mike Howarth	Dur: 45 min	School of Education Senior Lecturer Angela Scollan questions Mike Howarth about problems she perceives as central to a lecturer faced with teaching online at MDX.
10 BBC School Radio*	Video 1: Working in BBC School Radio Part 1	Dur: 1 hr 24 min	Interview by Steven Barclay University of Westminster lecturer for his PhD in two parts. The event really started me reflecting on the ideas on this area of the website.
NB Add to working notes	Video 2: Working in BBC School Radio Part 2	Dur: 47 min	
11 45˚ Learning• NB add Work docs and side on stills	Video 1: Video from 9th Nov 2021	Dur: 11 mins	Shown at the Team Meeting, Video from 9th Nov 2021. The story of the logo and creating the visceral experience of depth to learning online.
12 iShowU Switcher• NB Working Docs to be added	Video 1: iShowU Switcher PR	Dur:.57 seconds	Teacher's Desktop software developed specially for 45˚ Learning. Keep students' attention by screen sharing one multiple activities.
TBA	Video 2: Switcher in Action		Latest Zoom session.
EXTRA RESOURCES			
	BBC Producer Interviews		

Fiona Shore	Video 1&2 interview	Dur: 1.45 hrs	BBC Head School Radio Religious Broadcasts
Stories and Rhymes	Video 1&2 House Tour	Dur: 4 mins	House of Series Producer Paddy Bechely
Peter Ward	Video 1&2 interview	Dur: 1.50 hrs	Science Producer and children's author
Geoffrey Marshall-Taylor	Video 1&2 interview	Dur: 1.40 hrs	Executive Producer Children's 5Live Radio 5
	Ongoing Research Developments		
AutoCue	Video 1	Dur:	Use of Leevanti teleprompter and developments for wide angle webcam use
Original BBC Radiovision Video	Video 1	Dur:	Visit to the archive of output 1953-1990
Early FeedbackVideos		Dur:	
Conference poster			
Conference Symposium	Video 1	Dur:	Video feedback for students demonstration

Appendix 4: Working Documents and Production Notes

sample of separate 125 page pdf document

Introduction to Appendix 4.

Appendix 4 are the text versions of the original working documents created as web pages of the *45˚ Learning* paper. The web pages were then summarised in the paper. The working documents came first, evolving as video scripts and then the videos were created. Then the videos were embedded in each web page.

The web page has a specific structure: Heading, sub-heading, introduction text to the video, the video, then each video or group of videos have following them immediately underneath to links called Working Documents and Production Notes as pdfs of the construction of the learning message.

Appendix 4 contains text versions called Stages. These revisions of each idea evolving to the final teaching resource. All these revisions contain the body of tradecraft learnt in a BBC career creating educational teaching materials. Unusually, each document needs to be read from the bottom and work up as the ideas are distilled into the final script in the webpage text at the top of the document .

Here is a guide :

> 1 The pedagogy must be transparent in the text on the web page. The heading , subheading and introductory text is used to 'wrap' the video so the viewer knows what they are about to see and understand its context. Under the video are at the extra detail in more depth.

> 2 The reader will find the extra detail under the video unconventional. The working documents (pdfs) show the completed script for the video as the first item. But, the reader should go to the bottom of the document and work back up to see the Stages of evolution and development, the essences of the scriptwriting process.

> 3 The working documents embody the writing process. The medium is the message. The reader follows the Stages of the creation process of educational media product that should begin with the spoken word. I am able to reproduce the process of the writing process much more effectively using the technology of dictating into Pages on the iPad. Beginning in the format of the finished form of delivery seems a good idea. The two minute limit for the dictation process is irritating, but maintains a useful focus on key messages of the teaching material. And as 1.30 is the usual length of a video news item, brevity is clarity. It's a good practical guide to online communication.

> ***4 Production Notes:*** *in italics through the working documents are relevant ideas, explanations and clarifications on working practices for the reader. It is probably here, in the making of resources, essentially a visceral creative process, where the mechanics of making at the heart of the 45˚ Learning are revealed.*

My view is that the working documents capture the essence of an online pedagogy' that starts with a planning process based on a short title and three sentences describing the aim, the content, and the style of the broadcast used to achieve that aim. The BBC School Radio pedagogy is

revealed in the broadcast and takes life in the scripts. The educational content and learning value are immediately transparent in the script.

The script is the starting point of the planning process upto a year before the broadcast series go out. Normally discussions then begin immediately with a script, and might only go through with minor changes because of the preparatory work beforehand.

Over the last ten years I used the web page method here to explain to colleagues working on creating demonstration resources for HEA Fellowship applicants. The structure is the inverse of the usual academic approach of background first and the outcome as the final element. The web page becomes a planning method that ensures the aim and content are 'up front' in the planning process

The background working documents reflect professional working practice. The structure replicates the 'working up' of ideas: building upwards in stages taking lots of ideas and adding, deleting reordering and ultimately stripping out every element not necessary to a refined focused, online teaching event format as a script. The script now contains the structure appropriate for the task.

The process is creative, many ideas spin off and are kept for future projects. Reflection on good practice is manifest on the working documents. The process is normal for a teacher/producer working up ideas to an effective teaching event. The early drafts become an aide-memoire for mining different approaches. The approach also forces the identifying of supporting resources integral to the task of attention to performance of presenter books, worksheets, PowerPoints, videos games, and other activities all supporting the teaching points.

Sample webpage

01 The Hair Cutting Stool

WEBPAGE TEXT (STAGE 4)

Laptop organisation: Set up your home lecture studio

Production Notes: Basic practical ideas for appearing to your students in a professional manner. *Under the video is the evolution of the script that in the video. Read the working out of they key message. The process is covered in more detail in the section Understanding Spoken and Written English.*

Writing down a text script to read out is the normal way of creating distance learning resources. Any media on screen or radio. Writing and then reading out may seem easy to do. Try it. The result is stilted, boring, formal. The process takes time to learn. There is a quicker way: go straight to the spoken word. Voice to text is easy to do: informal, natural with expression and emotion. Hear yourself. Read through and edit. Get straight to the point, cut out all the extras. Cut out all the weasel words. Switch your brain between between radio script - no pictures add emotion and video - what words don't you know when you use pictures and you will see the world in a different way.

The process is a vital learning procedure form a lecturer. It is honing your message. Reflective thinking in physical form, ordering information cutting out irrelevancies and formulating the tricks of rhetoric of, repetition, emphasis and appeal to emotions. What can images achieve that makes lots of words redundant.

Have you spotted any changes you might make? The speed and accuracy of your judgement will quickly develop once you start using these professional educational broadcasting methods applied to online educational resources.

So Your Tasks to Copy these professionals skills

1 Edit your spoken English for informal phrasing as if talking to one person.

2 Cut out every word that is not necessary. Brevity is Clarity.

Laptop organisation: Set up your home lecture studio
Production Notes: *Stage 4 Needs a big cut. Haven't got time to do all this. Its raining so can't shoot outside.*
Use stills instead of video. Use voice over rather than to camera. Reshoot later if there is time.
Shoot in room do the stool and also hint at it as a embodied metaphor for the academic nostril and get on with the showing the laptop set up
shoot into the room from the door to see stool laptop and lights and deal with everything in 5 minutes max

The Hair Cutting STOOL SCRIPT (STAGE 4)
Title   Your Online Teaching Stool
Basics for Online Lecturing
Online Skills for Lectures at MDX

VISUAL: HAIR CUTTING STOOL
SCREEN TEXT: HAIR CUTTING STOOL

VISUAL: MIKE Still in spare room

NARR TO CAMERA:
Why is this / barber's stool /really important for online teaching?
VISUALS: Close up STILLS Hairdresser's Stool
V/O: This stool has three advantages.
Large extension
Keeps your body posture
Enhances physicality of your performance
SCREEN TEXT: High Low range body posture performance physicality
Online you are not striding around the /lecture room stage / or the classroom / you are stuck in one place in front of your 13" screen Throw away that slouchy office armchair / this little businesslike hairdresser's stool is what you need.

I'm using the hairdressing stool the barber's stool as an introduction to setting up your home lecturing base
Laptop Vertical screen Stops you appearing to be on the ceiling

Arrow for camera you need to look at the camera not yourself
the height

Ends
Look at the example of an online event where I am talking to lecturers who really want to know how to appear as a professional to their student.

VISUALS: VIDEO CUTAWAY   RAISE HEIGHT AND LOW HEIGHT

V/O: When it comes to teaching online I suddenly discover this stool can go down really low / lower than any desk chair so that you can have your laptop at eye height for eye contact that vital gaze of the teachers eye on the audience and personal engagement with the student.
SCREEN TEXT: BODY POSTURE
And look at the stools effect on your Body Posture / back straight grounded Turn to the side keep away from the screen roll backward and forward. This is the tool for your 13 " stage / small movements / small change in variety / subtle interactions / small hand movements / changes in distance from the screen

VISUALS: STILLS Kristin Linklater Freeing the natural voice

V/O: Freeing the Natural Voice is essential reading / for actor / presenters and / public speakers / And Linklater is particularly relevant for the small screen as you move every so little around on the stool/ keep breathing and use your voice / all to make that educational engagement with students

NARR TO CAMERA:
Making geography programmes outdoors / I was always standing up too I'm talking about having some kind of physicality a muscularity breathing properly / the power of sounds and movement transporting the child into being there in the environment. Just by sound. Even editing you had to stand up the tape machines we so big. So for my personal experience / making education programmes / is physical / carrying the sound gear / carrying the camera it's being in the world / creating educational learning online is a mindbody activity.

VISUALS: VIDEO CUTAWAY M squats looking at stool

V/O: Reinforcing that making of resources the physicality of teaching I use the allegory of the stool here The drummer's stool where youre beating up a beat of learning and here

VISUALS: VIDEO CUTAWAY Moves to riggers bench behind

with my riggers bench on board a sailing ship for working with rope this bench it comes apart and has holes here for tools / I draw analogies between the making of things and the making of teaching resources. I contemplate on the physical element of learning and making .

VISUALS: VIDEO CUTAWAY Ropeworking

NARR TO CAMERA: C/U
We think online teaching is the same as performing face to face in college / there is nothing further than the truth / it may seem new and something exciting / but in fact all the ideas and techniques were fully developed and explored long ago / in school radio / educational radio / making a learning experience / where the pictures are better on radio

VISUALS: VIDEO CUTAWAY STOOL

V/O: So how about getting a hairdresser's stool and buy into thinking behind using it.

VISUALS: STILLS Student college teaching events

SCREEN TEXT: Variety: Height and Distance Body Posture Learning Experience

Variety variety in height Large extension
Variety of body posture
Variety of learning experience / small scale / a personal conversation 2ft from your student.

WORKING DOCUMENTS
STAGE 2
6.57 Editing the transcription for the script
TIPS
Set up these script feature for copy an paste into script
NARR TO CAMERA:
V/O:
VISUALS: STILLS
VISUALS: VIDEO CUTAWAY
SCREEN TEXT:

Title

<div align="center">

Your Online Stool
Online Skills for Lectures at MDX

VISUAL: HAIR CUTTING STOOL
SCREEN TEXT: HAIR CUTTING STOOL

</div>

MIKE Walks into camera view carrying stool in his back garden in front of garden shed shipriggers bench in the background

NARR TO CAMERA:
Why is this / barbers stool /really important for online teaching?/ Online you are not striding the /lecture /room /stage or the classroom you are stuck on in one place. Throw away your bedroom chair or office armchair this little hairdresser's stool is what you need.
This stool has three advantages.
Large extension
Keeps your body posture
Enhances your physicality of your performance
<div align="center">SCREEN TEXT: High Low range body posture performance physicality</div>

NARR TO CAMERA:
I work standing up I've always done it not just front of the computer for video editing but making radio broadcasts because the tape machines were so big.
<div align="center">VISUALS: VIDEO CUTAWAY   RAISE HEIGHT AND LOW HEIGHT</div>

V/O: Then when it comes to teaching online I then discover suddenly but this stool can go down really low / lower than any desk chair so that you can have your laptop at eye height for eye contact that vital gaze of the teachers eye on the audience and personal engagement with the student.
<div align="center">SCREEN TEXT: BODY POSTURE</div>
But look at the stools effect on your Body Posture / back straight grounded Turn to the side keep away from the screen roll backward and forward. This is the tool for your 13 " stage / small movements / small change in variety / subtle interactions / small hand movements / changes in distance from the screen
<div align="center">VISUALS: STILLS Kristin Linklater Freeing the natural voice</div>

V/O: Freeing the natural voice is essential reading / for actor presenters and public speakers And Linklater is particularly relevant for the small screen as you move around on the stool breath and use your voice all to engage with students

NARR TO CAMERA:
Making geography programmes outdoors / I was always standing up too I'm talking about having some kind of physicality a muscularity breathing properly / the power of sounds and movement transporting the child into being there in the environment. Just by sound. For me / making

programmes / that physical sense / carrying the equipment / carrying the camera is being in the world /and creating educational things physically.

VISUALS: VIDEO CUTAWAY M squats looking at stool

V/O: Reinforcing that making of resources the physicality of teaching a mindbody activity I use the allegory of the stool here The drummer's stool where youre beating up a beat of learning and here
VISUALS: VIDEO CUTAWAY Moves to riggers bench behind
with my riggers bench on board a sailing ship for working with rope this bench it comes apart and has holes here for tools / I draw analogies between the making of things and the making of teaching resources. I contemplate on the physical element of learning and making .
VISUALS: VIDEO CUTAWAY Ropeworking

NARR TO CAMERA: C/U
We think online teaching is the same as performing face to face in college / there is nothing further than the truth / it may seem new and something exciting / but in fact all the ideas and techniques were fully developed and explored long ago / in school radio / educational radio / making a learning experience / where the pictures are better on radio
VISUALS: VIDEO CUTAWAY STOOL

V/O: So how about getting a hairdresser's stool and buy into thinking behind using it
VISUALS: STILLS Student college teaching events

SCREEN TEXT: Variety: Height and Distance Body Posture Learning Experience

Variety variety in height Large extension
Variety of body posture
Variety of learning experience / small scale / a personal conversation 2ft from your student.

STAGE 1
Big stage Small stage
Performance
Originally working standing up
The low
The visceral physical
End Riggers Bench
Allegory of Making
Making teaching resources
Barbers stool
Okay so this is another 4.30 idea I just woke up straight up seeing this vision of the stool on on the lawn I think it came out the first idea I woke up was that you know we just got to get on with this 360° teaching idea with the camera on the lawn to get an idea of what is how you might be able to teach students about the classroom with a 360° camera but anyway the idea of the school is just that I just plant the stool down in the middle of the lawn and I sit on it and then I talk to the camera and I describe the way that this stool idea as involved but in the background I have my riggers bench in front of the shed as a sort of prop that makes people think I wonder whats going on but I first of all I start to explain why the stool is really important for online teaching and essentially is that this is the place where you perform you no longer behind the lectern striding stage you are stuck on this little stool but this particular stool has various kinds of features and the

first thing is that I bought this because I work standing up in front of the computer for video editing as I've always done as a BBC making radio broadcasts because the tape machines were so big and as I was making geography programmes I was standing up I'm talking about having some kind of physical sense of when you're standing up and that you are in you can breathe properly you can you know are you making programs outdoors and physically doing it it's always been the some physical sense that you're involved carrying around his equipment carrying out the camera and being in the world and that you are creating educational things physically making things and therefore when it comes to be online I then discover suddenly but this stool can go down really low so that you can have your laptop at eye height for eye contact and physical quite easily you're not constrained by a normal chair so I download download demonstrate that and then I start to introduce link the link later but couldn't stop move around and say how you can move around on the stall andAnd demonstrate how physical feature it is and and that your performance then it becomes constrained but you've got flexibility and then finally I'm going to introduce the link later all that sort stuff and then I'm just going to at the end have a good ending is is get up from the store and sit down on the bench and wonder whether the making of things the making of resources like I'm making the rope is part of the continuum of this it again physical element of of learning and how embodied it's all the whole process is and have somehow doing it online drawers in this whole area and it's completely unexpected we always think that would be performing we believe that just to do things online is the same as doing things at an end in college and and there is nothing further than the truth but there is something new and something exciting that is actually happening and those things actually are not new in fact they were fully developed and explored in online learning in the old days as it were women in school radio and all I'm doing is I am reporting about the various things that happen in the radio studio or on the TV studio much prefer the radio because the pictures are better on radio okay

Appendix 5: Home Studio Equipment

Details of the author's equipment used in the creation of the paper and a list of essential kit for an HE lecturer at home

Sony PMW 500 ENG News Camera £5k. with Canon 11 x 4.7 Super wide 110 degree £1.5k, Sanken CS-30 rifle mic £1k linked by Blackmagic Mini Studio SDI convertor and Apple thunderbolt 3 input using BlackMagic Desktop Studio software. £200 to Macbook Air laptop (avoiding using the universally recognised very inadequate camera).

Final Cut Pro X 10.4.1
Adobe Education Package Photoshop Acrobat

Rosco Lit Panel HO90 12 x 12 main light behind laptop at 33% angle
Lite Panel 12 x 6 side light with dimmers and light grids for directional control

Minimum Home Spec

Ringlight with colour balance control £20+

Logitech Brio Webcam 4K: 1920 psi 90 degrees view

Price £199
Spedal Wide Angle Webcam 1080 psi 120 degrees view
Price £48

Ironing board
Easy-Store Mini Ironing Board with Hanger Hook
Lakeland product number: 53204   33" x 12"   £34

Hair dresser's stool   £23

Roundtable Discussion - How Does Technology Influence Developing Countries to Emerge and Experience Economic Growth?

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The purpose of this research paper is to investigate how technology has influenced the economic growth of developing countries and what steps are needed to be implemented in the regions of the world such as Latin America and Sub-Saharan Africa. The paper reflects the arguments and the conclusions brought up during the discussion with a student roundtable answering the general research question; 'Are certain developing countries doomed to remain emerging'? In answering this question, the group identified four factors for economic growth: 1) human resources, 2) natural resources, 3) physical capital and 4) technology. Of the four factors technology was the single most significant factor for economic growth in developing countries, although the others are just as important. The group concluded that countries that lead the world in generating advanced technologies and leveraging their full productive capacity can gain a strategic comparative advantage and become an advanced country. Innovation and entrepreneurship are crucial for long-term economic development

Key words: developing countries, technology, roundtable discussion, globalization, educational initiatives

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Introduction

The Global Economics class at Westcliff University engaged in a Roundtable Discussion to discuss the following question: 'Are certain developing countries doomed to remain emerging'? The purpose behind the roundtable discussion was to have students bring their research to class and discuss this timely question, comparing their ideas and thoughts, making an argument for their case. During the discussion, the group agreed that it seems developing countries may catch up with advanced economies, but it will be slow in the future. The question that evolved from the overall discussion with the group is, 'what is the primary factor that developing countries need in order to catch up with advanced economies'? The class identified many factors, which will be shared in this journal article, but the most dominant factor that stood out is technology.

Based on this finding, that technology is the key factor, this journal article answers the question; 'How does technology influence developing countries to emerge, experience economic prosperity and catch up with advanced economies?' Through the roundtable discussion the group began to answer this question about technology, which led to some significant findings for future developing countries to consider.

Globalization has provided the opportunity for developing countries to expedite their economic growth improving their current performances of their industries and allowing them to be involved in global trade. Although there are many theories about the causes of economic development, the findings are conclusive: Those countries with the most economic freedom have higher rates of economic development than those with less economic freedom (Scott, 1997)' Economic freedom is defined as, a country who has personal choice, voluntary exchange, freedom to compete in markets, and protection of person and property. Institutions and policies are consistent with economic freedom when they allow voluntary exchange and protect individuals and their property (Lawson, 2019).

To support the idea of economic freedom, according to Scott (1997), Government is the economic driver for economic freedom. Scott's (1997) opinion supports that the Government is the primary driver for the following reasons: tariff rates, taxation, government's share of output, inflation (a proxy for monetary policy), limits on foreign investment, banking restrictions, wage and price controls, property rights, general business regulation, and the extent of the black market. The group agreed in the discussion that government policies for developing countries need to be open to new innovative ways to increase their economic growth. Without government involvement to push economic freedom the developing country is doomed from seeing and experiencing prosperity in the future. Since the research is emphasizing government is the primary force to moving a developing country towards economic growth then technology and innovation must be the government's primary focus.

Significance of the Discussion

The roundtable discussion has prompted significant research to consider the question for this paper: 'How does technology influence developing countries to emerge and experience economic growth so they can catch up with advanced economies?'

From the group research and discussion significant global trends helped the group understand the growing shifts in developing countries over the past decade. For example, trends showed the average per capita incomes in developing countries have increased significantly since the early 2000's. Some other significant findings came from the Global and Economic development, at Brookings Institute (2017): 1) There were about 3.2 billion people in the middle class at the end of 2016, 2) the rate of increase of the middle class is approaching its all-time peak with about 140, 3) millions are joining the middle class annually and this number could rise to 170 million in five years, 4) an overwhelming majority of new entrants into the middle class will live in Asia, 5) in 2015, middle-class spending was about $35 trillion (in 2011 PPP terms), 6) the global middle-class market is now showing a slow-growing developed country middle class, and a fast-growing emerging economy middle class, 7) and finally annual growth of all developing

countries over the past decade was 7.6% which was 4.5% higher than the growth in rich countries (Brookings, 2017).

Discussing these trends helped the group realize how the global economy has shifted and the importance of focusing on developing countries. Per capita income is increasing, a new middle class is emerging, and the standard of living is increasing. To meet these new demands productions along with new skills and education is needed, the one factor to address this need is technology.

To better understand the findings from the discussion and the research the group began to identify key terms used throughout the research and discussion, bringing more meaning, and understanding of the general research question.

Key Terms

The key terms discussed and used in the roundtable discussion are: 1) developing country, 2) emerging country, 3) advanced countries, 4) technology, and 5) innovation and entrepreneurship.

Developing Countries

The first key term in the paper is developing countries. According to Agarwal (2017) developing countries have the following characteristics: a) low per capita income, b) high population growth, c) high level of unemployment, d) dependence on the private sector, and 5) primary commodity export dependence. Countries that meet this criterion are Africa, East Asia, South Asia, Western Asia, and Latin America and the Caribbean (UN, 2019).

Emerging Countries

Secondly, the next term is emerging countries. The International Monetary Fund (IMF) stated 'emerging markets are typically countries with low to middle per capita income that have undertaken economic development and reform programs and have begun to 'emerge' as significant players in the global economy' (Rousseau, 2015).

We are therefore left with the following countries that do seem to match all the criteria of the 'market-oriented reforms,' 'low to middle income,' and 'significant players in the world economy': Argentina, Brazil, Chile, China, Colombia, India, Indonesia, Malaysia, Mexico, Pakistan, Peru, Philippines, Poland, Russia, South Africa, Thailand, Turkey, Ukraine, and Vietnam (Rousseau, 2015).

Advanced Countries

Developing or emerging countries are compared to advanced countries. An advanced economy is a country whose economy is more developed than those of less industrialized nations. An advanced economy has an advanced technological infrastructure. We also use the terms developed country, industrialized country, and more economically developed country (MEDC) (Market Business News, 2020).

An advanced economy has a relatively high GDP per capita. GDP per capita equals a country's total GDP divided by its population. 'Per capita' means 'per head.' GDP stands for gross domestic product. Gross domestic product equals everything a country produces, including goods and services, over a specific period.

The GDP per capita of, for example, Switzerland, an advanced economy, is $78,812. The GDP per capita of a developing country, such as Kenya, is $3,500. Advanced economies also fare strongly on the HDI. HDI stands for Human Development Index (Market Business News, 2020).

Technology and Innovation

The factor that stood out where a developing country can compete and emerge and become an advanced country is technology and innovation. Innovation and entrepreneurship are crucial for long-term economic development. Over the years, America's well-being has been furthered by science and technology and we have seen where technology enables innovation and creates economic prosperity.

Innovation economics is an economic doctrine that reformulates the traditional model of economic growth so that knowledge, technology, entrepreneurship, and innovation are positioned at the center of the model rather than seen as independent forces that are largely unaffected by policy.

Innovation economics is based on two fundamental tenets. One is that the central goal of economic policy should be to spur higher productivity and greater innovation. Second, markets relying on price signals alone will not always be as effective as smart public-private partnerships in spurring higher productivity and greater innovation. This is in contrast to the two other conventional economic doctrines, neoclassical economics and Keynesian economics.

Four Factors of Economic Growth

The students began to share, from their research, various factors that contribute to how developing countries can emerge and compete in the global economy. From the discussion the group narrowed it down to four factors that generate economic growth in developing countries. Supporting research from Woodruff (2019) the group made the argument economists generally agree that economic development and growth are influenced by four factors: 1) human resources, 2) physical capital, 3) natural resources, and 4) technology. As stated by Scott (1997) highly developed countries have governments that focus on these four areas. Less-developed countries, even those with high amounts of natural resources, will lag

when they fail to promote technology and improve the skills and education of their work. The following is a summary of the four factors and how they contribute moving developing countries towards economic growth.

The Impact of Human Resources

The skills, education and training of the labor force have a direct effect on the growth of an economy. A skilled, well-trained workforce is more productive and will produce a high-quality output that adds efficiency to an economy. A shortage of skilled labor can be a deterrent to economic growth. An under-utilized, illiterate, and unskilled workforce will become a drag on an economy and may possibly lead to higher unemployment.

Human capital is an important input into the economy. Increases in education levels since the 19th century have been estimated to account for between one-fifth and one-third of economic growth in the U.S (McGivieny & Winthrop, 2016).

It should be noted that yet despite massive increases in schooling around the world, where now more than 9 in 10 children are enrolled in primary school, productivity and growth have been slowing (Giviney & Winthrop, 2016). The key point is that the current educational models are not fostering the skills of young people who need to thrive in a rapidly changing labor market and to make the most of the new digital technology in the workplace. With the fast-changing new technologies, skill gaps have emerged as an important constraint to economies' capacity to absorb and benefit to compete with other countries. This supports the argument why technology is the dominant factor, even though education is a significant factor for developing countries to emerge and compete in a Global Economy.

Investment in Physical Capital

Improvements and increased investment in physical capital (infrastructure), such as roadways, machinery, and factories, will reduce the cost and increase the efficiency of economic output. Factories and equipment that are modern and well maintained are more productive than physical labor (Woodruff, 2019). Based on Woodruff's (2019) argument with physical capital investments countries begin to see higher productivity, which leads to increased output. The overall results are an improvement in labor productivity increases the growth rate of the economy. With investments in public capital estimated rates of return ranging from 15 percent to upwards of 45 percent (Bivens, 2012).

Quantity and Availability of Natural Resources

Another factor that causes developing countries to emerge is the quantity and availability of natural resources. The discovery of more natural resources, such as oil or mineral deposits, will give a boost to the economy by increasing a country's production capacity.

The effectiveness of a county at utilizing and exploiting its natural resources is a function of the skills of the labor force, type of technology and the availability of capital. Skilled and educated workers can use these natural resources to spur the growth of the economy. Natural resources, both renewable and non-renewable, and ecosystem services are a part of the real wealth of nations. They are the natural capital out of which other forms of capital are made. They contribute towards fiscal revenue, income, and poverty reduction (OECD, P.5).

Improvements in Technology

The last factor for causing economic growth in developing countries is the improvements in technology. As the scientific community makes more discoveries, managers find ways to apply these innovations as more sophisticated production techniques. The application of

better technology means the same amount of labor will be more productive, and economic growth will advance at a lower cost.

Countries that recognize the importance of the four factors that affect economic growth will have higher growth rates and improved standards of living for their people. Technological innovation and more education for workers will improve economic output which lead to a better living environment for everyone. Increases in labor productivity are much easier to achieve when investments are made on better equipment that require less physical work from the labor force.

Therefore, the research from the discussion supported the significance of technology being the key factor in developing countries to compete. According to Roser (2013) argued technological innovation increases productivity, which is the key to increased prosperity. Roser (2013) also makes the argument that new innovations links to new increase in productivity and increase in output which leads to increased prosperity. This aligns with roundtable discussion that the average per capita income increases with new technology and innovation. The group realized how important technology is to see developing countries compete in trade in the global economy and how other factors are impacted with technological advancement.

Theoretical Framework

Researchers have found a link between technology innovation and national economic prosperity. For example, a study of 120 nations between 1980 and 2006 estimated that each 10-percentage points increase in broadband penetration adds 1,3 percent to high-income country's gross domestic product and 1.21 percent for low to middle-income nations (Brookings, 2011).

In a 2009 survey Newsweek-Intel Global Innovation Survey interviewed 4,800 adults in the United States, China, United Kingdome, and Germany. Researchers found that two-thirds of

respondents believe innovation will be more important than ever to the U.S. over the next 30 years (Brookings, 2011). Based on this survey the organizational leaders understand that innovation is the key for future prosperity and moving ahead. Technology and innovation in a variety of policy areas should be noted that each tech job supports three jobs in other sectors of the economy. Also, in information technology there are five jobs for each IT position (Brookings, 2011).

The group concluded; the path that developing countries need to take to move forward from a developing country to an advanced country is to focus on improving economic growth. The measurement for growth, which economists uses is GDP per capita, which is essentially a metric for determining a country's economic output per each person living there or the country's standard of living.

Another measurement for economic growth is socio-demographic which can help to reclassify countries. For example, when a country has a higher life expectancy and a lower infant mortality, the greater the chances the country is moving away from being a developing country to an advanced country and competing in the global market.

A country will start seeing higher GDP and productivity to compete in the global market when individuals have access to good healthcare and education. Countries like the USA, Canada, Central European countries who have higher levels of citizen well-being, with access to healthcare and education, have higher economic success than the developing countries who have lower levels. For example, some countries might have high GDP, but low access to education (e.g., Qatar).

There are several sub-groups within developing countries called newly industrialized countries, frontier markets, emerging markets, and least developed countries (O'Sullivan & Sheffrin, 2007). The sub-group of newly industrialized countries such as South Korea, Taiwan, Singapore,

and Hong Kong, starting from 1970, began to focus on rapid technological innovations with developing countries (Wong, 1999). The second sub-group, emerging markets, is a group of developing countries who are in a transitioning phase with focus on gradual integration to the Global Market Place and increasing economic freedom (Kvint, 2009). China, India, and most Latin American countries belong to this group. The third sub-group, frontier markets, are the countries that have experienced a fast-paced economic growth, but their economies are much smaller than ones of emerging markets ones. Thailand, Slovenia, Kazakhstan belong to this group. The fourth sub- group, which are the least-developed countries, demonstrate the lowest parameters of socioeconomic development. Many Sub-Saharan African countries (Niger, Rwanda, Ethiopia, and others) and some Middle Eastern (e.g., Afghanistan) and Asian countries (Cambodia, Nepal, Myanmar) belong to this group (UNCTAD, 2021).

The factor that everyone agreed on is that economic growth and prosperity will come from technology. Technology is the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science (Dictionary.com, 2021).

Economic Growth Through Technology

Researchers Ameer and Munir (2016) shared how technology, trade openness, urbanization, economic growth, and environment work well together and work against each other at the same time. However, it should be noted that technological advancement has lowered the cost of transportation and communication. In   their current research (Brock and Taylor, 2010; Kang et al., 2016) commented that the technology is a way of bringing the world closer and helps to resolve problems.

It is found that environmental degradation rises with economic growth but fall with on-going technological progress. Technological advancement has lowered the cost of communication

and transportation. They go on to say that technology brings the world closer together and resolves more problems. Advances in technology, telecommunications and transport have created opportunities for a reorganization of global production and distribution system (Industrial development). So, there is a close relationship between technological innovation, infrastructural development, and industrial growth (Hossain, Fan & Sultanuzzaman, 2018: 965).

After identifying the key factors that improve the economies of developing counties an analysis of economies that have succeeded in industrialization and manufacturing and compare them with other developing counties, which failed to succeed despite the opportunities offered by global trade and overall globalization. Among developing counties, Asian countries (China, South Korea, Singapore, Taiwan, India, and others) stand out duy to successful implementation of the structural change in their economies. Africa and Latin America, at the same time, struggle to improve their overall economic performance. Even at the first glance, in becomes obvious that the economies of most promptly developing Asian countries are influenced by the presence of advanced technology.

Multiple economic changes that the world experienced between 2000 and 2010 affected the economic performance of both developed and developing countries. Economists observed an increase in the output per person in the developing countries, it doubled in 10 years (Page, 2016). With the raise of international trade, countries got the access to global supply chains and cheaper transportation and opportunity of specialization. However, not all the countries benefited from global trade equally. Studies show that developed countries disproportionally benefited more from international trade then developing ones (Tarzi, 2016). And within the group the developing counties, there are Asian countries that focused on the opportunities that export opened for them. China and India are leading in these initiatives, with per capita income increases almost twice since 1990 by 2014. Because these 2 countries represent 37 percent of the world population, their development becomes the major influence on global economics (Page, 2016). However, in Sub-Saharan Africa and Latin America the situation is different. These

regions have not demonstrated fasted-paced economic growth, given access to international trade.

Bangladesh is achieving around 5.9% percent growth in GDP from 1994 to 2016. GDP growth of Bangladesh in 2016-17 financial year is 7.24 percent which is over China and below India. The sectors which are playing very important role in achieving this high performance are the manufacturing, services, private consumption, and public investment (World bank 2107). According to the publication of World Bank (2017) the share of the population living under the poverty line fell from 31.5 percent in 2010 to 24.3 percent in 2016-17. Between 2003 and 2016 the Bangladesh economy generated more than 1.15 million net jobs per year and employment growing 2.4 percent annually. In this matter, industrial development is keeping great contribution to reduce the unemployment problem as well as in the poverty alleviation (World Bank, 2017).

Findings from Discussion

The round table discussion identified some significant findings that should be noted about the importance of developing countries who adapt technology to move towards competing in the global economy.

The first significant finding is developing countries comparative advantage in low-skill and low labor cost production is at risk as routine low-skill tasks are increasingly automated. New technologies are demanding higher-level skills, raising the capital intensity of production, elevating the importance of innovation ecosystems, and requiring strong digital infrastructure and readiness for manufacturers to be competitive. Countries that currently process or are investing actively in the skills, capital and infrastructure of the future are the ones that will dominate global manufacturing in the tears ahead.

Secondly, across these changing prerequisites of success, today's global manufacturing hubs in North America, Europe and East Asia lead, and low-income countries in Africa and elsewhere lag, most notably in measures of interne access and digital readiness. Middle-income countries, particularly many emerging Asian economies, have scope to develop comparative advantages in the increasingly technology-led manufacturing with growing domestic supply chains and consumer markets.

Thirdly, during the roundtable discussion the group discussed the impact of technology on Latin America and Africa. Globalization, trade liberalization and technology transfer have empowered India and Africa by boosting structural change and fueling specialization. It has also improved competition among local companies. Modernization, efficiency of manufacturing and innovative technological solutions allowed these counties to become competitive not only in supplying the world with products of sustainable technologies, but also with the products that aim to disrupt industries (Consultancy.In., 2020).

In Latin American and Sub-Saharan African countries, however, import caused some of the firms to enter fierce competition for customers. However, that was just the smaller percent of businesses. All the rest lost this competition and had to exit the market. The workforce, thus, had to shift to other sectors of economy, which happened to be even less industrialized. Such a transition also increased unemployment rates (McMillan & Rodick, 2011).

Fourthly, in the discussed regions, employment processes are often unregulated by any official laws. Such a situation makes the workforce to perform their duties in unfavorable conditions, be underpaid, have no rights in from of despotism of business owners.

Thus, globalization created a setback in the development process of these regions. In Latin America, where 61% of workers are employed with small businesses in non-tradable sector, the shift to technology-focused businesses seems to be not feasible, unless initiated by

governments. (Page, 2016). In Africa, most workers are involved in agricultural activities and informal sector Globalization in these regions shifter the workforce to less productive activities It is obvious that Latin American and Sub-Saharan African countries need to undergo major structural change in their economics before they can follow India's and China's path of development. Research shows that about 60% of the difference in growth of output per worker in Asia versus Latin America and Africa accounts to structural change (McMillan & Rodick, 2011).

Conclusion

As the roundtable discussion concluded the group agreed that countries that lead the world in generating advanced technologies and leveraging the full productive capacity can gain a strategic comparative advantage and become an advanced country. Innovation and entrepreneurship are crucial for long-term economic development. Over the years America's economic well-being has been furthered by science and technology.

To conclude with, technology, supported by quality education and country policy, can drastically change the economic landscape of any country. By introducing technology to multiple sectors of economy, Latin American and Sub-Saharan African countries can potentially boost economic growth. There are multiple obstacles that as of today prevent these regions from emerging. They include lack of industrialization and automatization; political issues, such as dictatorship and corruption; low level of education; focus on agricultural sector of economy. Technology can change this state of things. However, for these regions to shift to highly productive mode, governments need to introduce policies that support such a shift. Moreover, workforce needs to be prepared for working in technological environment. Thus, the educational level of the workforce needs to be increased through the introduction of appropriate educational initiatives.

Developing countries can reap the benefits of new technologies with reduced prices of goods and services to which they are applied. This will also lead to the creation of new products. Consumers benefit from these improvements, regardless wheatear they live in rich or poor countries.

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The Practice Turn: Towards Practice-Based Doctorates

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The first part of this paper examines practice and practices as the practice turn in social sciences. The cartography of practice in the late 20 century has way makers or milestones that are significant in the trajectory of practice. Bourdieu has a project of 'praxelogy' in Outline for a Theory of Practice (1977) and The Logic of Practice (1990) with habitus, field and practice influenced by structuralism. Giddens' 'theory of structuration' (Giddens, 1979, 1984) is influenced by the late Wittgenstein and in Giddens's world, 'the basic domain of study of the social sciences, according to the theory of structuration, is neither the experience of the individual actor, not the existence of any form of social totality, but social practices ordered across space and time' (Giddens, 1984: 2). Giddens (1984) discusses how theories of practice might transcend the dualisms of structure and agency, determination and voluntarism. The range of practice theorists forms the nexus, constellation and force field of practice-based doctorates that have applied and real-world value. The second part of the paper discusses possible translations of theory into applied research to examine practice in real-world research.

Key words: practice, professional doctorates, the practice turn, case

Introduction

Social Practice

Social practice has many inheritors, many legacies and draws from different discipline bases. Social practice involves knowledge production, and the theorization and analysis of both institutional and intervention practices. Practices have a trajectory or path of development and a history, reaching from the ancient Greeks to Heidegger (Nicolini, 2012). The message for Doctoral Education is for doctoral learning as a social practice to be fully explicated and

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this paper is a step towards a social practice theory of doctoral education and this paper evidences the practice turn in producing a thesis.

The cartography of practice in the late twentieth century has way makers or milestones that are significant in the trajectory of practice. Bourdieu has a project of 'praxelogy' in *Outline for a Theory of Practice* (1977) and *The Logic of Practice* (1990) with habitus, field and practice influenced by structuralism. Giddens' 'theory of structuration' (Giddens, 1979, 1984) is influenced by the late Wittgenstein and in Giddens's world, 'the basic domain of study of the social sciences, according to the theory of structuration, is neither the experience of the individual actor, not the existence of any form of social totality, but social practices ordered across space and time' (Giddens, 1984: 2). Giddens (1984) discusses how theories of practice might transcend the dualisms of structure and agency, determination and voluntarism although remains trapped in a duality of structure and agency. Archer's (2000) morphology and analytical dualism provides a more fluid and less constricting analysis between the poles on a spectrum of agency and structure but undertheorizes practice. King (2000) discusses Gidden's postulate of the existence of virtual structures to explain how social relations are stretched across time-space to reproduce the system and intuitions which Giddens (1998: 65) sees as 'the most deeply layered practices constitutive of social systems'. King (1998) ends with the assessment that Giddens's baroque structuration theory is a form of theoretical rococo, whose curlicues and arabesques are limited to solidify structure and neglect the relational, knowledgeable lay actors interacting with other knowledgeable actors.

Social practice theorists, from Giddens (1984) and Bourdieu (1977, 1984, 1990), to more recent work by Reckwitz (2002), Schatzki (1996, 2001, 2002), Shove (2010), Shove and Pantzar (2005) and Warde (2005), have all sought a middle level between agency and structure. One attempt to occupy the middle meso level between structure and agency is provided by communities of practice but case-studies is the third approach to practice emerges in the twentieth century, in response to emerging problems of theory as some researcher's self-conscious attempt to overcome the increasing polarization between instrumental and practical tendencies in social and political theory and practice.

The practical turn in sociology represents a shift from a philosophy of praxis to a sociology of practice. Sociological frameworks concerned with practice critically diverged from the philosophy of praxis and sought to incorporate elements from other theoretical traditions, particularly linguistics. The sociology of practice contains the conceptual resources necessary to address what had been a major question for the philosophy of praxis, that is, the relationship between large-scale historical processes and subjective experiences. Practice enters the vocabulary of social scientific enquiry and figures in different strands of social science through the 1980 and 1990s. At the close of the twentieth century Theodore Schatzki and his Wittengensteinian theory of practice is found in *The Practice Turn in Contemporary Theory* (Schatzki et al., 2001). Shove et al (2012) examine the rise, transformation and fall of social practices and the multilevel dynamic of practices such as driving, emergence of frozen foods, hula hooping to bring abstract concepts ground in empirical case studies.

Theories of practice have as yet untapped potential for understanding change (Shove 2003; 2004; 2010). Realizing their potential depends on developing a means of systematically exploring processes of transformation and stability within social practices and between them. Schatzki (1996: 12) argues practice theories 'present pluralistic and flexible pictures of the constitution of social life that generally oppose hypostatized unities, root order in local contexts, and/or successfully accommodate complexities, differences and particularities' (1996: 12) as 'both social order and individuality [. . .] result from practices' (1996: 13). For Reckwitz (2002: 245-6), the appeal of practice theories is they incorporate an appreciation of cultural phenomena beyond acting rationally and following norms. Practice gives a theoretical architecture for a holistic, contextual, situated and relational approach to understanding social phenomena. Nicolini (2012) adds practice theory has its importance in activity, is embodied and material, sees individuals as agentive carriers of practice, problematises knowledge, meaning and discourse, and reaffirms the centrality of power and interests.

Schatzki (1996) makes a distinction between practice as a coordinated entity and practice as performance. The first notion is of 'practice as a temporally unfolding and spatially dispersed nexus of doings and sayings'. Examples are cooking practices, voting practices,

industrial practices, recreational practices, and correctional practices. To say that the doings and sayings forming a practice constitute a nexus is to say that they are linked in certain ways.   Three major avenues of linkage are involved: (1) through understandings, for example, of what to say and do; (2) through explicit rules, principles, precepts and instructions; and (3) through what I will call "teleoaffective" structures embracing ends, projects, tasks, purposes, beliefs, emotions and moods' (Schatzki, 1996: 89).

The second notion is practice as performance. As performance, practice is the performing of the doings and sayings which 'actualizes and sustains practices in the sense of nexuses' (Schatzki, 1996: 90). The reproduction of the nexus requires regular enactment. As Reckwitz (2002: 249–50) puts it: mental agents 'carry' practices.

Practice, inherently social, is aimed at changes in behaviour from the complexity of the nexus of practices. As Warde (2005) suggests 'the source of changed behaviour lies in the development of practices' (Warde, 2005: 140) and understanding their emergence, persistence and disappearance through the reproduction and transformation of social practices and the systems of practice that are formed' (Shove et al 2005; 2).

Reckwitz (2002) argues 'the lack of theoretically systematic analysis by some practice theorists' are 'good reason to argue there is something new in the social-theoretical vocabulary' that practice offers' and a 'novel picture of the social, and human agency'. Practice theories are founded upon a different form of explaining and understanding action, by having recourse to symbolic structures of meaning. These symbolic structures mitigate between individual purposes, intentions and interest with social order as the product of the combination of single interests (*homo economicus*), and the collective norms and values or guiding normative value and consensus (*homo sociologicus*) (Reckwitz, 2002: 245). The 'shared knowledge' is the implicit, tacit and unconscious layers of knowledge that enables a 'symbolic organisation of reality' (Reckwitz, 2002: 246). As such, practice theories are opposed to the purpose-oriented and norm-oriented models of explaining action.

The unifying force of these theories is a focus and interest in the 'everyday' and the 'life world', an influence of the cultural turn in social theory, the late Wittgenstein, early

Heidegger, mid Weber with an under theorized inheritance. The practice turn has also seen the application of action-focused theories to Action Research, and Participatory Action Research. The lacuna of these applied approaches at the recognition, theorisation and understanding of the authenticity of authorial voices, and a lack of theorised social, political and cultural context in favour of change and action.

Social Practice as inquiry aims to integrate the individual with her surrounding environment whilst assessing how context and culture relate to common actions and practices of the individual. Research can be developed as a specific theory of social practice through which is not defined by philosophical paradigms but by researchers' commitments to specific forms of social action.

Reckwitz (2002) arrives at the conclusion: a social-theoretical vocabulary as a heuristic device or a sensitizing framework for empirical research to open up a certain way of seeing and analysing social phenomena. The vocabulary would mould and change 'our' self-understanding and defining our positionality. Practice theory demands a fluidity, a connected contextual understanding of a loose network of praxelogical thinking and an 'ethics of the good' (Schmid, 1998). To enable the development of practice theories we have orchestrated a format for producing new knowledge and developing practice.

Pantzar and Shove (2010) argue that webs of social practices emergent, generative and creative, such an approach has certain affinities with the notion of "social choreography" (Klien, 2007), a concept that positions efforts to steer and order social change as forms of creative and aesthetic intervention (Pantzar, 1989), rather than as deterministic exercises in social engineering.

Materials, competences and meanings are the elements of practice and Shove et al (2012) examine the emergence, persistence, shift and disappearance when connections between elements are made, sustained or broken. For example, imbedded social practices such as riding a bike to work gives way to using a car, as practices recruit, reproduce and defect across time. In examining practices connections, they discuss how bundles and complexes of practices form, persist and disappear. They draw a distinction between bundles of

practices loose-knit patterns based on co-location and co-existence, and complexes representing sticker and more integrated arrangements including co-dependent forms of sequence and synchronisation. These 'flows' of practice across time and space involve practice and political questions. Shove et al (2012:8) makes an analytical distinction between practice-as-performance (carriers of practice) and practice-as-entity (competence, material and meaning). Nicolini (2006: 29) charts the running of practice like an underground river but as a process of practical displacement, deferral and abatement of practice.

Shove et al (2012: 10) contend that '[i]n picking our way through these [practices] debates we are broadly sympathetic to the view that that agencies and competences are distributed between things and people and that social relations are 'congealed' in the hardware of daily life'.

Research is a constant process and from the proposition that practices are the principle steering device of research through desire, knowledge and judgement, recruitment to a practice becomes a principal explanatory issue (Warde, 2005: 145).

Warde (2005: 149) concludes,

> Finally, a turn to practice alters the importance of the type of research questions to be asked… This range of research questions suggests a parallel need for breadth in method and techniques of interpretation which are equally conditions for the development of a programme of research inspired by theories of practice.

Hui et al (2017) have five cross-cutting themes that pervade practice. Suffusing which means to spread over or through as with a liquid or gas and permeate practice. Threading through practices, spatially and temporally and the 'thickness' of threads and density of woven ties in practice. Largeness is the way practices connect in the changing connections and those people concerned as practitioners or participants. The nexus or constellation of practices carry these features. It is to 'zoom in' on the accomplishments of practice and to 'zoom out' to the relationships across space and time (Nicolini, 2012).

Having discussed the etymology, history and trajectory of practice theories, the task is to apply these theoretical and conceptual frameworks to empirical work. Practice approaches give 'prominence to situated, observable, and meaningful social occurrences performed linguistically, through bodily movement and with the contribution of material artefacts' and offer templates on how to study and reflect on the everyday (Nicolini, 2012, 2017:10). Practice theory allows 'a heightened epistemic flexibility within curricula' (Barnett, 2014) and a more reflexive role for knowledge. Practice enables the crossing of discipline and breaking of traditional boundaries of knowledge production (beyond interdisciplinary) to transdisciplinary ways by producing a socially extended and heightened epistemology.

Examining case studies of Practice Based Doctorates provides further illumination on practice-based doctorates. The first is a professional practice on a specific work-related issue, the second is a philosophical challenge to the theoretical architecture of a discipline, the third is a philosophical engagement with psycho-social health care. The explicit focus of this paper is having made the relationship between the practice theory literature and the methodology and epistemology of the practice-based doctorate. The next section shows how these doctorates take everyday practices of meaningful social occurrences and develop methodologically and epistemologically.

Methodology

Case-studies enable close inspection, connections and discourses. A case-study is a systematic inquiry that investigates a contextually specific phenomenon of relevance to current practice, using multifaced approaches to the collation of evidence and where there is often evident ambiguity between the phenomenon and the context (Hayes 2019: 173). Yin (2013) has written extensively on the use of case-study as a largely positivist methodological approach. Stake (1995) identifies intrinsic, instructional and collective case-studies. Intrinsic is studying a situation (e.g. hospital or a school) as an exemplary case or where people are struggling with difficult issues and problems. Instructional is a concept of

a particular phenomenon explored across several sites such as how assessment is approached across social work departments or schools. Collective is one or more sites to explore or gain an understanding of a phenomenon. This then follows Simons (2009) purpose of research as theory-led to test with a case-study, evaluative to test an innovation or development and ethnographic exploring an issue in detail. Case-studies enables the in-depth systematic interpretation of policy, experience and context, providing a means of examining the functional dynamics of experience, a lens to identify the process of active implementation of phenomena and a mechanism for making research data accessible to a wider audience, reflection for the interpreter and adaptation to events (Hayes 2019: 186). The cases presented are summaries as one would in the legal profession. The cases have the affinities of case-studies but the contextual detail is in the thesis. Cases have greater ability for accountable knowledge production due to the insider researcher and a socially extended epistemology by using practice-based research (Guba & Lincoln, 2005).

Case One - The Quest for Permanence

This study examines the reunification of children in care with their birth families, and whether this can contribute to our understanding of permanence.
The existing literature on reunification reports poor success for reunification as a means of achieving permanence. In addition, the literature lacks accounts of the lived experience of the people involved. Therefore, the research questions were:
Considering children who have been looked after and are now reunified with their birth family: How can we understand the experience of children, their carers and their social workers? Secondly, what do these experiences tell us about permanence for Looked After children? Using an Interpretative Phenomenological Approach (IPA) the experiences of 3 children, one parent and one grandparent, and their social workers were investigated. The aim was to understand the experience of these families who had been successfully reunited. Seven interviews were transcribed and analysed. IPA is deeply rooted in the experiences of the individual, which are interpreted in a questioning way, albeit while fundamentally accepting the participants account. IPA is thus particularly appropriate for exploring this research question. Ethical approval was granted by the University Professional Doctorate Programme ethics committee.

The interviews revealed the importance of the birth family bond; these family ties were sustained throughout a long period of separation. Contact was important in maintaining these ties, much of it unofficial. Reunification reinforced the children's sense of identity. Membership of the birth family and the support this provided contributed to their resilience and sense of permanence.

The families had to reconstruct family life: 'doing family'. Strong motivation was demonstrated from both carers and children. Equally important was the belief of the social workers that the families could change, and their tireless efforts to support the families through periods of difficulty. The local authority policy of exiting children from care provided the impetus for this process.

Commitment to the birth family formed a key underpinning value system for the social workers.

Factors emerged which both reinforce and challenge previous findings about successful reunification; key points are:

Children can be reunified at an older age and after a long period in care.

Contact is a very powerful factor, and unofficial contact helped keep the birth family ties alive.

The social worker has a key role as an agent for change.

The legal status of the placement (discharge of the care order) was extremely important to the families, as it confirmed that the social workers had confidence in them.

The implications for practice identified are:

1. The need for a strong professional assessment, using a strengths-based perspective.

2. Open-mindedness and the ability to see the potential for change. 3. Commitment to the process even when the going gets tough. 4. Acknowledgement of the strength of the family bond for some families. 5. Listening to the children, both spoken and unspoken messages (e.g. through behaviour). 6. Understanding the importance of the legal status of the placement.

The study demonstrated that permanence can be achieved for older children in inauspicious circumstances through reunification with the birth family.

Case Two - The paradox of career.

Career is an activity that occurs in-the-world-with-others, an interdependent social project which inevitably has political, sociological and philosophical dimensions. Such dimensions are rarely acknowledged within the literature, a literature that explores career via a dichotomous logic lacking in criticality. This project observes how the literature uncritically views career as paid work, thus promoting work as a perpetual vortex, pulling, appropriating, colonising and sucking within all that is viewed outside of its parameters of action. This project provides an exploration of 'career' via a broader lens of the life career, a career that encompasses a diverse range of social strands (Goffman, 1961). It is argued that such an analytic lens allows richer, more nuanced and critical readings of career to occur, a challenge to career as work that invariably serves the interests of capital. Via such a lens, the project also asserts how the articulation of social strands in a person's life evoke moments of paradox, complex articulations that push conception to contemplate conclusions that contradict the entities and nature of its own inquiry. The document argues that paradoxical moments are useful and revealing moments, an analytic that provides numerous and critical readings. The notion of paradox can therefore be a useful analytic for the recursive relationship between research and pedagogy. To demonstrate and illustrate the utility of such methodology the document provides longitudinal accounts of a small yet detailed sample of individuals from the last year of undergraduate study through to up to 3 years post-graduation, concluding that paradox is an ontological aspect of career articulation, where there is articulation there is paradox, an important observation to contribute to the literature, policy and pedagogical practice.

Case Three

In *The Master and His Emissary*, Iain McGilchrist proposes that an intrinsic aspect of human neurology has an undue influence on shaping culture and that this particular trait manifests itself in opposition to spirituality, art and the body. Examining these domains finds evidence for the cultural processes he warns of. Drawing on Lacanian theory, via the work of Slavoj Žižek, as a general template maps out the ideological landscape in which the features McGilchrist identifies are played out. The use of Lacanian theory is limited so that there can be a space for the development of McGilchrist's ideas.

The thesis looks at aspects of culture that manifest this ideological process and focuses on the delivery of psycho-social healthcare as an exemplar of it, on how overt statements of beneficence are ideologically grounded. State delivery of psycho-social care ignores the assumptions on which its methods are founded. This thesis addresses that lack. Any attempt to promote a definitive solution to this situation could become yet another ideological structure that merely compounds the problem. Solutions in areas beyond the symbolic network utilised by an ideology, areas that correspond to the Lacanian Real. In the daily lived experience of a subject, this can also be translated as the esoteric.

Discussion

These case-studies provide three visions of practice. These are cases of 'heightened epistemic flexibility' to provide a richly detailed epistemic motivation. Practice theory is a theoretical orientation towards the study of the social where the methodological element remains central. Nicolini (2017) suggests this is a pragmatic effort to re-specify the study and re-presentation of social phenomena in terms of networks, assemblages and textures of mediated practices. This change in epistemology produces a heightened epistemic reflexivity by including the researcher in the research conversation in professional activity, planning and discourses.

There are four strategies that can be used to conduct practice-based studies and demonstrate a 'heightened epistemic flexibility. Firstly, the analysis of the concerted accomplishment of orderly scenes of action and ways of understanding that action. Permanence, career and discourses are able to describe the textual description of action and the experience of these actions. Secondly, the examination of how scenes of action have been historical constituted. Adoption in social work, career in career guidance and the discourses of psycho-social interventions in health have a history and policy context that are not explicit in the experience of practice. Thirdly, the study of the cases of the development and disappearance of individual practices, charting practice and shows the study of practice and practitioner research. Finally, the inquiry into the co-evolution, conflict and interference of two or more practices is a detailed examination of practice-based investigation from a practitioner's point of view.

The first case-study is an examination of the concerted accomplishment of orderly scenes of action and the historical constitution of these scenes of action, and the way these practices have developed and disappeared. The case-study on social work examines orderly scenes of action in adoption, how these have been historically constituted how these changes and the interfaces of different practices. The case examines the practical functioning in fostering and adoption grounded in empirical study, with its own vocabulary and ethics. The field is an underground river where the flows of practice-as-performance and practice-as-entity are illuminated in the thoughts, actions and behaviour of professionals striving for a quest for permeant placements for care experienced community.

The second case-study starts from an analysis of concerted accomplishment of orderly scenes of action in a specific disciplinary area and how these scenes of action that have been historically constituted and developed. The conflict of emerging practices and the established practises provide the fertile ground for this practice-based professional doctorate. The carriers of practices in careers are explored and the relationships across practice activity demonstrated.

The third case study falls into this strategy as the interference of two practices, the philosophy of McGilcrist and Žižek, and psycho-social health care. The conflict of these practices provides fertile ground for reinvigorating the social and of critically engaging with the practice of psycho-social health care. The thickness, largeness, and nexus of practices are neatly shown in competing systems of care.

These case studies provide a richer, thicker, more convincing and compelling cases of practice-based research. This invitation to see these cases zoom in to see the accomplishments of practice, zoom out to discern practice' relationships across space and time; and produce diffracting machinations that enrich our understanding through thick textual renditions of mundane practices (Nicolini, 2012). The zooming out of case-study two deals with the 'distributedness of ontological relations' and the mediated knots of practice in a career situation. The expanding hermeneutic circle (Nicolini, 2012: 234) provide the 'wider picture' of practices. The third case-study provides a lens to explore the interfaces between competing discourses.

Having reviewed the theories of practice, this leads to Pread's (1981) 'daily paths and life paths of individuals and the practice and dominant projects they carry'. Dominant projects are influential on multiple fronts at once. In concentrating priorities and energies, they focus time and attention in some directions and not others, and that individuals' lives are woven into the reproduction of dominant societal institutions. The situatedness of practice, the historical emergence of practices, their consolidation and the conflict, febrile and abrasive relationship these cases have with existing discourses are the original contribution made.

The cases are illustrative of the practice literature. The first is a phenomenological study based on 7 interviews on parents, children and social workers that related the experience of the individuals involved. The second is a discursive analysis of what is meant by 'career'. The third about the connection between social care and Lacanian theory and its ramification. They are reflective studies on everyday practice in meaningful social occurrences. The practice turn lifts the studies out of traditional discipline boundaries, focuses on the practices of everyday discourse and is a heightened epistemic flexibility on

what counts as knowledge in practice. The practice of the everyday challenges taken for granted assumptions and conceptualisations, creating new ways of looking at established practices, new conceptual tools, methodologies, methods and frameworks. The uncertainty of the doctoral journey provides a practice focus that brings alive these debates.

Conclusion

Social Practice applies to concrete historical situations, the mediations of contemporary theoretical development, the fear, uncertainty and doubt of the current situation for an embodied, cultural, material understanding of contemporary patterns and trends in human activity, guided by a value-based critique.

Practices then are approaches that give prominence to situated, observable, and meaningful social occurrences performed linguistically, through bodily movement and with the contribution of material artefacts. They are the regimes of doings and sayings rather than what people do and say. So, practice approaches do not look for behaviour, and motivations inside people, and step away from reified concepts of psycho-dynamic approaches, towards how regimes of actions are knotted together and what this implies in terms of agency, meaning and empowerment. It is flow and sequence, and the learning process. Research has a highted epistemic flexibility, avoiding 'epistemic violence' (Liegghio 2013) and 'epistemic injustice' (Fricker 2010), and creating more democratic, experiential and inclusive knowledges.

Practice theory allows 'a heightened *epistemic flexibility* within curricula' (Barnett 2014) and a more reflexive role for knowledge. Practice enables the crossing of discipline and breaking of traditional boundaries of knowledge production (beyond interdisciplinary) to transdisciplinary ways. Costely (2019) suggests increased flexibility in the way research is approached and the range of methods used to immerse research into Schön's swampy

lowlands of applied research to rethink research in the areas of practice. The practice turn enables acute, surgical, forensic and flexible approaches to everyday phenomena. It crosses discipline boundaries drawing from a range of theoretical and epistemological insights from across social sciences and humanities. The vocabulary, self-understanding and positionality in social practices is evidenced in these cases.

A focus on 'practice' recognizes ontological features of the postmodern without succumbing to epistemological relativism in practice studies.   The future areas for development in social practice are for an examination of Communities of Practice to explicate and expound the Social Practice. For the practice focus to be applied to empirical areas such as doctoral education, nursing, education, public health and for the 'practice' (or ways of conducting research) of practice research to be investigated.

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Parallels of Doctoral Supervision and Long-Term Coaching Journeys

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This short paper builds on previous work in the area of supervision of professional doctorates, supervision and coaching, and explores the relationship between Long Term (LT) Coaching and doctoral supervision in a transdisciplinary professional doctorate. We begin by summarizing the experience of one doctoral supervisee (Phyllis) whose research focused on LT Coaching in business and her university supervisor (Pauline). Second, we look at how various parts of the supervision role can parallel those of LT Coaching. Finally, we include some thoughts from those that have undertaken a professional doctorate and make some tentative recommendations for supervisors, coaches and doctoral candidates.

Key words: coaching, doctoral supervision, transdisciplinary, long term coaching, professional doctorates

Introduction

There are several useful guides for doctoral supervisors (Lee, 2012; Wisker, 2012) and to support coaching and mentoring (Parsloe & Wray, 2000). This short paper builds on previous work in the area of supervision of professional doctorates (Boud & Costley, 2007) and supervision and coaching (Armsby and Fillery-Travis, 2009) and explores the relationship between Long Term (LT) Coaching and doctoral supervision in a transdisciplinary professional doctorate.

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This kind of doctorate recognises the existing expertise of the candidate, their deep understanding of their workplace context, and the complex interplay of different knowledges (subjects/disciplines/professionals) (Costley & Pizzolato, 2018) that can occur within the dyad which contribute to undertaking a work-based research project.

Supervisory style varies across individuals (Lee, 2012), types of programme and in the approaches suggested in training (Lee, 2018), so clearly any parallels drawn with coaching will depend on a range of factors. That said, we consider that doctorates which focus on developing the individual as well as the research knowledge, are more likely to use coaching approaches. These include professional doctorates like the one highlighted in the three case studies on doctoral research in coaching which are published in this edition of the *work based learning ejournal.* More of these case studies from a range of programmes, covering different areas of study can be found on the UK Council for Graduate Education's website (UKCGE, 2021)

We begin the paper by summarizing the experience of one doctoral supervisee (Phyllis) whose research focused on LT Coaching in business and her university supervisor (Pauline). This research is further outlined in one of the published case studies. Second, we look at how various parts of the supervision role can parallel those of LT Coaching. Finally, we include some thoughts from those that have undertaken a professional doctorate and make some tentative recommendations for supervisors, coaches and doctoral candidates.

Phyllis's Experience as a Doctoral Candidate

Having just completed my own doctoral program which researched how long-term coaching engagements affect a coach's process and approach, I have been reflecting on the progression and development of both my dissertation and myself over the past six years.

Each doctoral candidate is assigned a university supervisor whose task it is to guide the candidate through the research project to completion. My experience was a bit different – due to various factors, I consecutively worked with three advisors over the course of my research. The result was both positive and challenging, akin in some ways to a coaching client working with different coaches whilst in the midst of attaining a single goal.

Coaching literature (Bachkirova & Borrington, 2018; Baron & Morin, 2009) and my own collected data reinforce the concept that the relationship is a key element in a successful outcome between coach and coachee. My experience as a candidate leads me to conclude that the relationship between advisor and candidate also plays a critical role in determining the success of the outcome.

Finally, separate from working with my university supervisor, I found the world of academia to be quite different from the world of business, both in practice and culture. I had to learn to both work within, and appreciate, those differences to be able to successfully navigate the requirements of my DProf project. My supervisors understood those differences and, especially

in the beginning, guided me until I learned to self-navigate the many facets of the university, particularly as a distance learner.

Pauline's Experience Supervising a Doctoral Candidate

With every candidate, when I set out on the doctoral supervision process, I know I am entering a long-term relationship, possibly several years, with a very specific goal for the candidate to gain a doctorate. With an 'orphan' candidate (Wisker & Robinson, 2013), who has previously experienced what could be a very different style of supervision, the timing will be shorter, and the need to develop that all-important relationship which will help enable the candidate to achieve their doctorate can take some time which can create a different kind of pressure for both parties.   As a coach herself, Phyllis had some understanding of the dynamics at play so enabling time at the beginning to talk through and straighten out queries worked well. Like a good stepmother, it is important to put the needs of your charge first. I have found that it is important to use negotiation, persuasion, and argument alongside an appropriate level of emotional support to help candidates develop to doctoral level. This latter ingredient is perhaps the hardest to gage. Emotional issues can emerge for either of you at any time. Focusing on the candidate's needs combined with the passage of time and development of the relationship can provide for this.

Keeping focus in the doctoral research is hard as so many interesting avenues seem to emerge. There is some scope to diverge, but usually at some cost, and this is less likely after data collection. The level of focus outlined in aims, objectives, research questions or hypotheses, and distilled in the data means that there are boundaries to the scope of working together. I try to use these boundaries to expedite the process. While I might like to discuss tangential issues, that might well interest the candidate, time usually prohibits doing this. The doctoral research is the focus of activity and discussion, but the focus of supervision is on helping the candidate develop doctoral level abilities that will enable them to succeed in the activity. This focus parallels coaching where the coachee may be developing understanding to help them achieve a goal.

The candidate is on their journey (in work) and I occasionally 'drop in' to their experience to help them draw out relevant themes- like a qualitative researcher. But also, to attain the knowledge and practice benchmarks of doctoral quality: literature review of knowledge and information, argument, critique; methodology, tools of data collection and analysis, research ethics; drawing conclusions, and making recommendations and impact; academic and research writing.

Relationship Parallels and Differences Between Supervising and LT Coaching

In the doctorate discussed here, the handbook for candidates notes that 'Your DoS (primary supervisor) who continues to give guidance on procedural and regulatory aspects of Part 2 (project), including the format of your final submission of work [.....] supports you in meeting Level 8 assessment criteria; checks on your final write up and advises on your viva presentation.

Your supervisor is also the person who confirms or otherwise your readiness to submit your project for assessment'. These regulatory, administrative and assessment elements of the role suggest a 'manager as coach' (Campagna, 2020) approach, and a 'service model', similar to that in coaching where the supervisor, like the coach, provides a service rather than focusing on a collegial relationship. Keeping these services in mind, what follows is our perspective on how these activities compare and how each can, and perhaps should, borrow from the activities and mindset of the other.

Some of the similarities include:

Both coach and advisor must get to know the person they are working with – not just their subject matter, but what informs their thinking and work, to understand their 'filters' on life. This is necessary to be able to surface and address both blind spots and areas of knowledge. In both activities, it is especially important to meet the person 'where they are' and not to impose the coach's or supervisor's culture on the client. If there is not synergy between the two, the likelihood of success is greatly diminished in both situations.

Supervisors recognise their candidates' expertise and that what is usually a new experience of doctoral study can be daunting. Supervisors listen for explicit or sometimes implied apprehensions in order to help the candidate alleviate them. It is the responsibility of the coach to be open and candid about what they see for the client. Thus, in coaching and supervision it is best that the 'client' brings their needs and anxieties for discussion.

Both coach and supervisor control most of the meeting agenda in the beginning, often setting and suggesting specific goals and targets to achieve between meetings. As the work and relationship progresses, both the coachee and candidate tend to take more control of those objectives.

Though the work is strictly the aspirant's domain, both coach and supervisor are committed to the person's success whilst at the same time, ensuring that all decisions are the result of the person doing the work and not that of the person guiding the process.

Supervisors are encouraged to review progression toward the end of each academic year to flag any issues in the overall sequence of events leading to completion of the doctorate. Coaches are advised and expected to review goals and expectations with the coachee at least annually. This step is always important, but especially relevant in LT coaching to ensure that coaching is the activity taking place and that the relationship is not devolving into chitchat and habit.

Conversely, some of the disparities noted between the two activities include:

A doctoral supervisor, by definition, is likely to be directive at times, for example, by pointing out that ethical procedures need to be tightened, whilst coaching in its pure form is generally considered to be non-directive. Interestingly, many coaches believe it is nearly inevitable that they offer direction and advise over time whilst supervisors seem to become less directive as the research progresses and the candidate becomes more research-minded.

Supervisors have knowledge in research and of the doctoral level criteria which they will convey as required to their supervisee. While coaches may have similar knowledges, for example, in leadership capabilities or intercultural communication, their role is less likely to involve schooling and confirmation of level of accomplishment. Supervisors aim to support their candidate meet a threshold standard.

Supervisor and candidate can often become like colleagues, even before a doctorate is complete. This collegial relationship could include co-authoring and co-presenting of material. A coach generally remains 'hands-off,' holding an adherence to the defined roles during the coaching engagement. By the end of the journey, like coach and LT coachee, the supervisor and candidate may not retain their relationship as both type of interaction are led by needs that will hopefully have been met. But in both cases, the relationship is more than transactional because of the range and depth of experiences shared.

Professional Doctorate Candidate Voices

The following provides four further perspectives on the theme of parallels in supervision and coaching from coaches that have experienced doctoral supervision.

> *The article resonates with my own experience of being supervised on my doctorate and in my coaching practice. Coaches and the lead doctoral supervisor both support an individual on a significant journey in which they are finding themselves. Not only is an individual learning, or advancing a specific subject, they are learning about themselves. To be effective, both coach and lead doctoral supervisor must create an environment in which the individual can thrive. This means creating the space and prompts for the individual to learn about themselves, to offer constructive challenge, to avoid a directive approach as reflected in this work from Armsby and Campagna. The value of multiple doctorate supervisors also reflects my experience however one lead supervisor 'holding' the learning journey for the learner is powerful in my experience and akin to coaching.* **DProf alumni, Dr Caroline Horner, i-coach academy**

> *This article resonates with my experience as a doctoral candidate. Each of my 3 supervisors has fulfilled a coaching role, supporting and guiding me on the roller-coaster ride that is Doctoral study. Inevitably life impacts progress and my supervisors have taken me by the hand and led me firmly but kindly through. The only thing that occurs to me as a difference is that as coaches, long-term or otherwise, there is far more to navigate in terms of a doctorate given the interaction of the various university teams such as admin, library etc than as coaches we would expect to deal with. I find the comparison between doctoral supervision and coaching really useful, especially as a coach. I wish I had made the connection in the early days, it would have helped me to "use" my supervisor appropriately.* **DProf alumni, Jane Freeman-Hunt.**

I think the article provokes some good thoughts about the role of the supervisor and the relationship with the student. Of course, no two relationships are the same so this article will speak more to some than others. In my experience as a doctoral student, a Doctorate Supervisor may deploy a coaching style or coaching approach – similar to the comparison made in the Harvard Business Review article about manager as coach. A coaching supervisor can also have similar responsibilities to a Doctorate Supervisor which means they too may have a level of authority over their supervision client, e.g. if I believe my supervision client is behaving unethically, I have a responsibility to report this appropriately. **DProf Candidate, Sam Humphrey.**

Although my experience was quite similar to that of Phyllis', my timeline was much shorter with only a little more than a year. The guidance and support of my supervisor was instrumental, helping me set the overall goal of completion and intermittent goals for each chapter so I was able to submit my final draft in time. My supervisor also drew on the meaning of the project – a gift for my mother - to reinforce my self-motivation. This is akin to contracting in coaching.

My supervisor was tough when I fell behind and when she gave me constructive feedbacks. Knowing that I am someone who is very achievement-oriented and do not like to let people down, her initial feedback really motivated and inspired me to work at more than my best to produce the required quality. She was also caring and understanding when needed, especially during periods when I was really under extreme pressure from my business which suffered from the impact of COVID. I felt safe and supported, like on a lifeboat. This is like a coach maintaining a trusting and safe space for the coaching relationship to develop, and holding the coachees accountable for their commitments and actions.

Overall, I felt the supervision relationship was one of partnership, in which I was guided, supported, accompanied, and empowered. **DProf Alumni, Catherine Ng, Enrichment.**

Conclusion and Recommendations.

This review of the experience of supervision and its relationship to long term coaching has outlined a number of similarities between the roles, especially in terms of the nature of the supportive relationship. In general, the main difference between the two roles follows from the nature of the outcomes expected from each. Supervisors support their candidates towards a more defined doctoral standards benchmark than is usual for coaching, so there is less

latitude to follow the candidate or other outside body's objectives. That said, coachees goals can often be guided by an externally created agent's picture of success. There will always be external realities to be considered; the coach and the supervisor support their charges through managing these. But importantly, both do this by recognizing and developing their charge's unique abilities and goals.

Based on this short paper, some suggestion for developing practices going forward are as follows.

- Clarity around the nature of the supervisory relationship, especially in terms of its parallel with coaching, including for example, feeling safe could help candidates make the most of their supervisor.
- Doctoral supervisors should consider how they can balance supporting, encouraging and empowering the candidate's development alongside helping them meet set levels of performance.
- As in coaching, helping candidates understand what motivates them can help support progress.
- Keeping focus on the goals and any barriers to the coachee/supervisee achieving them is important, as is monitoring success in doing this in the time available.
- It is worth reviewing how and when communications become more directive, and being clear about the reasons behind this.
- Supervisees might benefit from sharing their experiences of developing their learning. Similarly, coachees might also benefit from doing this.
- Supervisors, candidates and coaches need to recognise the importance and influence of other stakeholders in the learning processes taking place.

Notes on contributors

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Pauline has been a Doctoral Supervisor for more than 20 years and specialises in assisting individuals in defining and implementing their research, professional and personal objectives. She lives near London and works with supervisees both nationally and internationally. The heart of her work is to support candidates' learning through an effective, work based research process. When not supervising, teaching or researching, she enjoys traveling, walking, and genealogy.

Dr Phyllis Campagna, ChBC™
Phyllis has been a Business Coach for 31 years and specializes in assisting individuals in defining and implementing their professional and personal objectives. She lives in the Chicago metro area and works with clients both nationally and internationally. The heart of her work is to meld clients' goals and talents into an effective and integral plan of action. When not coaching, she enjoys traveling, collecting holiday movies, and genealogy.

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DPROF (Business Coaching)

Dr Phyllis Campagna ChBC™

What is the effect of long-term coaching engagements on the business coach's process and approach?

Professional Background

I have been an independent business coach for more than 31 years. Prior to becoming a coach, I held various executive positions for 20 years in different organizations, including those of Comptroller, Senior Vice-President, and President and have owned several businesses. In addition to operating a thriving coaching practice, I am a life-long learner with a strong commitment to making a positive difference where I can. This doctorate process provided me with an opportunity to combine my love of learning with contributing to the coaching industry.

Focus

The research question above emerged from my personal client experiences within my practice. Over the years, I have worked with many longevity clients and it was instructive to learn the best practices of others who also work with clients over a long period to determine how I can apply them to my own practices. Conducting the research not only answered this question and contributed to the coaching sector but has broadened my knowledge and understanding of coaching itself.

Within the coaching industry there has been a reified assumption that long-term engagements were not and should not be happening. It is an assumption that this research has illustrated as inaccurate and untrue.

Approach

A mixed-method approach was used for data collection, which included a survey with 325 participants and 22 semi-structured interviews.

Results, Impact and Effects

Thematic analysis revealed evidence that **the coach's initial process or model often changes when working with a 'longevity client,'** though the foundational premise of being fully present and asking targeted questions does not.

Most coaching participants who examined their own practices with long-term clients reported that when a process is used to coach within, it is often abandoned over time and if not abandoned, the process itself evolves. **Universally, all coaches asserted that their approach changes in long-term coaching relationships.**

An unsought finding which will undoubtedly influence future research is the substantiation that **long-term business coaching engagements are not an anomaly, but rather an organic development within coaching dyads that occurs regularly around the globe.** In this study, over 200 coaches from 33 countries had or have long-term clients.

These findings provide an opportunity for professional coaching bodies such as WABC, EMCC, COMENSA, and ICF to develop and expand competencies, standards, and ethical guidance specific to a practitioner with long-term clients. They may also influence training and education for the many facilities offering development of coaching skills.

The effect on my coaching practice for me has been to acquire a richer, deeper understanding of my own coaching techniques. This rigorous and distinctive journey of being a practitioner researcher has been possible because of the uniqueness of the DPROF program which serves, and challenges seasoned professionals such as myself.

For more information regarding this research please email Phyllis@Excelsis-PS.com

Dr Catherine Ng

A Study of the Corporate Coaching Culture Cultivation Approach in Meeting Change Management Needs for Organisations in China

March, 2021

Professional Background

Catherine Ng has been a pioneer executive coach and coach trainer in Asia since 1995, and a Master Certified Coach (MCC) of the International Coaching Federation (ICF) since 2005. She is devoted to developing corporate coaches in coach training, one-to-one executive and senior management team coaching. Seeing a need for integrating Western and Eastern cultures in coaching, Catherine created the Dialectical Approach of Team Coaching (DATC) model, which she used as the foundation for her original Chinese-language Professional Coach Development Program (PCP), accredited by ICF for 275 ACTP (Accredited Coach Training Program) hours. Catherine is also a specially appointed lecturer at the Institute for China Business of the University of Hong Kong School of Professional and Continuing Education (SPACE) and Fudan University in Shanghai, China.

Context and Focus

With the increasing demand and the corresponding need for a more theoretical framework for effective implementation of a coaching culture in China, my research has further developed the Corporate Coaching Culture Cultivation (CCCC) approach based on more than 25 years of extensive experience in executive and team coaching as well as corporate and entrepreneurial leadership in China, distilling from learnings and insights from 40 cases of corporate engagements. This approach is studied in this project to determine how best to foster a coaching culture in a selection of Private Domestic Enterprises (PDEs) and Multinational Corporates (MNCs), the dominant types of organizations in this country from evidence-based inputs with the purpose to arouse interest, awareness and comprehension in scholars, practitioners and corporate executives about the benefits and process of structured cultivation of coaching culture to better manage change and achieve success in the emerging coaching market of China. The key purpose was to develop a more applicable approach to cultivating a coaching culture in China to serve the organisations better and through active dissemination to arouse the practitioners to join the academic study journey to build up the reputation of Chinese coaches in the global market.

Research Approach

The research was a qualitative, cross-sectional, multiple case-study. As coaching and coaching culture are still new concepts in China, a small-scale study was adopted and thirty-eight questionnaire submissions and 10 in-depth semi-structured interviews were used to collect data from four executives from two PDEs, four executives from two MNCs and two experienced corporate coaches.

Results and Impact

The research revealed that the type of corporate ownership affects the speed, rhythm and sustainability of nurturing a coaching culture, including the application of the CCCC approach due to the differences between PDEs and MNCs in mindset and assumptions in external adaptation and internal integration. Informed by the research, the CCCC approach has been further evolved, with an enhanced theoretical framework, a classification of the significance of success factors, a more customer-focused sequence of implementation steps, a paradoxical paradigm for cross-cultural challenges and a set of newly developed checklists for diagnosis and assessment. The revised approach is intended to provide a structured, fit-for-purpose and adaptive framework, as well as a roadmap to guide organisations and coaching consultants of coaching service providers to co-create a coaching culture to cultivate agile leaders in China.

With a better understanding of the important success factors as a result of the research project and how they impact on the CCCC approach in its formulation and implementation process, the revised approach has been used by the researcher in her screening and induction of new corporate clients. This has benefited not only her consultancy in terms of more objective factors in whether to take a client on, but also more evidence-based basis on the type and timing of interventions employed, benefitting the client organisations, the project sponsors, their leaders and their employees.

In addition, the revised CCCC approach has been included in the curriculum of the Certified Corporate Coach Program (CCCP) of the researcher's own coach training company and the Corporate Coaching and Leadership Development (CCLD) Postgraduate Diploma of the Institute of China Business, The University of HongKong School of Professional and Continuing Education, so practitioners including external and internal coaches, corporate coaching project sponsors, and perspective clients can learn about how to better prepare and implement a corporate coaching culture programme with greater possibility of success and sustainability.

For more information regarding this research please email catherineng@enrichment.org.cn

Prof (Executive Coaching)

Dr Jane Short

An exploration of the methods used by external coaches when coaching IT professionals

"Do external coaches use an alternative method to their norm when coaching IT professionals?"

Professional background

I have worked in three main areas throughout my career: teaching, information technology (IT) and coaching. Studying for a Professional Doctorate allowed me to channel my experience in a rigorous way to support both my practice and the coaching profession. I have been coaching for about 15 years, focussing mainly on the IT sector.

Focus

The research question above emerged from my experience in the areas listed. The objective of this research was to determine if experienced coaches coached in a different way when with this client base. Carrying out this research not only answered the research question but also allowed me to develop an alternate coaching framework using this new knowledge.

Approach

Data was collected through semi structured interviews with 7 participants who were all experienced coaches of IT professionals.

Results, Impact and Effects

Thematic analysis revealed four main factors affected the coaching of IT professionals:

- Coaching style
- Coaching relationship
- Client behaviour
- Coaching process

All participants confirmed that their coaching delivery was different in respect of these factors for IT professionals compared to their work with clients in other sectors.

Coaches reported a highly directive, challenging and focussed style rather than one which is emotional and non-direct. They also said there was more structure to their coaching with these clients. Equally impactful was their description of a critical moment in the coaching, which combined the emotions of coach and client. These radically changed the client's engagement in a positive way.

An additional finding was that coaches reported traits and behaviours of many IT professionals that were similar to those reported for those with Asperger's Syndrome.

This research will provide support to experienced and novice coaches alike. It will allow professional coaching associations and coach trainers to recognise and promote the legitimacy and benefit of this style of coaching for this client group.

It will provide support for coach supervisors when working with coaches in this sector. Buyers of coaching will be able to select coaches for IT professionals more appropriately.

To Be or *'Who'* to Be – That is the Question
The lived experience of leaders during periods of transition.
Dr. Joan Camilleri

Objectives:

- increasing understanding of leaders' lived experience & underlying processes as they adjust to organisational changes;
- supporting emergence of themes about managerial skills enhancing this process;
- gaining insight into training needs/approaches to develop/validate training manual.

Methodology

17 leaders interviewed 3 times in a year

Phase 1 Exploration - Narrative Analysis of interviews

Phase 2 Co-creation of Manual with 17 leaders

Phase 3 Training & validation with 14 leaders

Rationale: The Maltese National Healthcare Service (MNHCS), which follows UK & EU health intervention methods, was chosen as a case-study during its attempt to introduce an inadequately evaluated socio-cultural shift in leadership style. Lacking understanding, leaders resisted by changing behaviour while adhering to their ongoing identities/sense of self. Addressing **role** rather than **identity** attained limited commitment to change. It would be beneficial to understand leaders' lived experience from an **insider-researcher perspective,** introducing a **psychotherapeutic approach to managerial training**.

Results: *Personal transition precipitated fear – Reaction to various changes:*

- **Proposed:** increasing quality, accessibility & sustainability of service provision at all levels, across all professions / hospitals: *desired*.
- **Physical-sensory** e.g. keeping abreast with new medical conditions/technology & evidence-based clinical/technical improvements: *desired*.
- **Socio-cultural** e.g. shifts in role after organisational, political & administrative restructuring: *undesired*.
- **Emotional-transferential:** career progression, *desired*, self-growth, *resisted.*
- **Imaginative-projective:** *discouraged.* Leaders oscillated between creativity & authoritarianism – creative and innovative employees left or became alienated.

Arising Themes: *The alienation-detachment process*

Gender bias maintained through *outdated, cultural attitudes*	*Stereotypy* maintained through *rigidly set core groups*	*Power* maintained through *microaggression of daily life*	*Change agency* limited through *emotional transferential pain & lack of continuity*	*'As if'* managerial tactics develop due to leaders' *self-doubt & frustration*

Training Manual Results & Validation

Training needs/requested approach: personalised, reflective, interactive workshops in self-awareness & ethical aspects.

Feedback: the Manual integrated masculine-feminine leadership orientations, bridging differences between professions.

Reflections: Leaders were pro-change, but still felt shame when discussing private selves. Most reported increasing their ability to self-reflect. Self-awareness led them to recognise better their desired identity & cope better with personal transition.

Active experimentation led to the observation that while the MNHCS process: *propose, stop, wait (gain time), abort (to safety)* limited change agency, *consult, plan, act, 360' reflection,* promoted it.

Surprises: The vital role of *self-actualisation & critical self-reflection* when viewing *power as being of service rather then giving direction.* I began to look at leadership as a spiral flow.

Impact & Way Forward:

Adopting *a practitioner-researcher stance &* viewing *self-reflexivity as supporting self-growth* resulted in my:

Setting up a *Peer-to-Peer Research Group* in the Commission for Domestic Violence promoting above stance in the related task force. Commissioners provided platforms to share outcomes;

Adopting an *appreciative inquiry approach* at the University of Malta to understand members' counselling service's needs. Some Heads of Departments (HODs) supported students' focus groups. Fear of stigma decreased, doubling new cases. Awareness motivated the HODs to promote self-reflection groups as extracurricular activities.

Joining an EU COST action network on Mental Health Research, supporting researchers' mental health & students' transition to the workplace.

The Manual is being prepared for publication & could be the basis of a post-doctoral study to explore the *role of self-reflexivity in transition management training.*