Curriculum Vitae

**William Philip RACE**

BSc PhD PGCE FCIPD PFHEA NTF

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# Current positions

* Emeritus Professor, Leeds Beckett University.
* Visiting Professor, University of Plymouth
* Visiting Professor, University Campus Suffolk: Bury St Edmunds

# Summary of career

1965 BSc (Dunelm) 2(1) Joint Honours: physics, chemistry.

1968 PhD (University of Newcastle upon Tyne) interfacial electrochemistry.

1969 ICI Postdoctoral Research Fellow, University of Newcastle upon Tyne.

1971 Lecturer in Physical Chemistry, Polytechnic of Wales. Warden of Hall of Residence.

1976 Postgraduate Certificate in Education (University of Wales).

1980 Senior Lecturer in Physical Chemistry, Polytechnic of Wales.

1985 Principal Lecturer: Educational Development, Polytechnic of Wales.

1989 Reader: Educational Development, Polytechnic of Wales.

1991 Professor: Educational Development, Polytechnic of Wales.

1992 Polytechnic of Wales became University of Glamorgan.

1992 Elected Fellow of Chartered Institute of Personnel and Development (FCIPD).

1995 Early retirement from the University of Glamorgan.

1995-1996 Visiting Professor, University of Northumbria at Newcastle (part-time).

1996-2000 Programme Director: Durham Certificate in Teaching in Higher Education (part-time).

1999-2001 Programme Director: EBS Certificate in Learning and Teaching in Higher Education

1999 SEDA: Roll of Honour award.

1999 Institute for Learning and Teaching (ILTHE): Accreditor, and founder Member (ILTM).

2001 -2006 Senior Academic Staff Development Officer (part-time): University of Leeds;

2006-2009 Visiting Professor: Assessment, Learning and Teaching), Leeds Metropolitan University.

2007 Awarded a National Teaching Fellowship by the Higher Education Academy.

2007 Awarded ‘Senior Fellow’ (SFHEA) status of the Higher Education Academy.

2009 onwards Independent higher education consultant; Emeritus Professor: Leeds Beckett.

2010 Visiting Professor: University of Plymouth

2011 Visiting Professor: University Campus Suffolk: Bury St Edmunds

2012 Principal Fellow: Higher Education Academy; Honorary Doctorate of Education at Plymouth University.

# Overview

My mission is to improve and enhance the quality of students’ learning, by helping teaching staff to develop their methods and approaches, and by helping students to develop their own learning skills. I am also particularly interested in the design of assessment instruments and processes, and I am keen that both assessment and feedback should play positive and motivating roles in student learning.

I am one of very few people who work in both higher and further education, and on both sides of the teaching-learning equation, working with students to develop their learning skills, and working with staff to develop their teaching methods. My publications span both of these fields. I am particularly keen to de-mystify assessment, learning and teaching, and to get ideas across without recourse to some of the complex jargon too often encountered in the literature in these fields.

My original training was as a scientist, but over the years I became progressively more interested in teaching, learning and assessment, and gradually became an educational developer. Now retired from formal employment, I continue to work as an independent consultant running occasional training workshops for staff and students in universities, colleges and other organisations throughout the UK, and giving the odd keynote or workshop at conferences on teaching and learning. My style is highly interactive, and I believe in getting workshop participants and conference delegates involved in post-it brainstorming, prioritisation exercises, creative problem-solving rounds, and a variety of ‘learning-by-doing’ activities.

I have also worked abroad, and have led workshops or given keynotes in Canada, Australia, New Zealand, Ireland, Denmark, Holland, Ukraine, Hungary, Greece, Norway, Sweden, Switzerland, Hong Kong and Singapore in recent years.

# From scientist to educator

After an initial training in science, followed by 3 years doctoral and a further 3 years post-doctoral research in interfacial electrochemistry at the University of Newcastle-upon-Tyne, I was appointed Lecturer in Physical Chemistry at the Polytechnic of Wales. While teaching science there, I became progressively more interested in methodologies of teaching, learning and assessment. After gaining a Postgraduate Certificate in Education in 1976, I became particularly interested in open and distance learning, and also study skills development. In 1985, I was appointed Principal Lecturer in Educational Development at the Polytechnic of Wales, my activities including Staff Development, and an increased amount of study skills work with students on most of the Polytechnic’s courses. In 1989, I was awarded the title of Reader, then Professor of Educational Development in 1991 (shortly before the institution became the University of Glamorgan) and Emeritus Professor in 1995 when I elected to take early retirement, and moved back to Newcastle-upon-Tyne. Between 1995 and 2009, I worked for one or two days per week in turn at the University of Durham, Leeds University, and Leeds Metropolitan University.

**Accredited staff development programmes**

I was founding programme leader for the University of Glamorgan’s ‘Postgraduate Certificate in Educational Development’ programme, which was the second programme in the UK to gain accredited status from SEDA. Since my early retirement in 1995, I have continued such work through Programme Director appointments at the European Business School, London and the University of Durham. My responsibilities for these programmes included delivering the course content, and assessing the Teaching Portfolios of candidates.

Among my publications, ‘Making Learning Happen: 3rd edition’ (2014, London, Sage), ‘Making Teaching Work’ (2007, with Ruth Pickford, London: Sage) and ‘The Lecturer’s Toolkit’: 4th edition (2015, London: Routledge), are widely used as support material on accredited programmes for lecturers in universities in the UK and beyond.

# My views on learning, teaching and assessment

I am convinced that in higher education too much emphasis has traditionally been placed on subject-content, and too little on learning processes and learner-experiences. In the present context of widening participation, I regard the development of students’ capability (including particularly their skills in managing their own learning) as much more important than merely familiarising students with a particular range of subject matter. Teaching processes should not merely aim to be skilled performances, but rather should exploit a wide range of techniques to facilitate learning.

I believe that learning should be an enjoyable experience, whether in lecture theatres, online, or in practical settings. I believe that adult learners need to be participants in each learning situation, not merely receivers. As participants, they can increase their self-esteem, and take credit for what they learn, adding considerably to the enjoyment and satisfaction that can come through learning.

# Assessment and feedback design

I regard formative feedback as the lifeblood of successful learning. In the UK National Student Survey run from 2005, feedback has been found to be one of the areas where students indicate least satisfaction nationally.

I am particularly interested in developing the quality of the processes and instruments of assessment. I regard assessment as presently constituting the weakest link in the higher education chain, and spend much of my time running staff development workshop sessions in universities and colleges, aimed at diversifying assessment, and helping staff to use assessment in ways that enhance student learning, rather than just to measure ‘snapshots’ of the information students have absorbed. I advocate strongly that assessment criteria should be shared with learners, and should relate clearly to well-articulated learning outcomes.

**Student self- and peer-assessment**

I also believe that wherever possible learners themselves should be involved in the formulation of learning outcomes and assessment criteria. When students feel ownership of the agenda, their efforts to meet assessment criteria are vigorous. I believe that some of the most productive learning experiences arise from providing students with opportunities to employ self- and peer-assessment. I feel that successful learning experiences depend very much on the presence of a feeling of ‘ownership’ by learners. The more learners can become involved in the processes and procedures surrounding their studies, the more likely they are to achieve deep rather than surface learning. I believe it is particularly beneficial to encourage collaborative learning, enabling students to develop interpersonal and teamwork skills and attitudes.

# External examining experience

I have served as external examiner for over twelve universities between 1990 and the present time, on programmes such as Postgraduate Certificate or Diploma programmes for academic staff, and I have also examined many Masters theses and several PhDs, usually on topics relating to professional development, learning design, student satisfaction or resource-based learning.

# Study skills resources and programmes

I became interested in study skills development in the 1970s, while serving for eight years as Warden of a Hall of Residence. This interest has since developed into study skills work with many universities and colleges in the UK and abroad. My study-skills work has included the BBC/Penguin book ‘Who Learns Wins’ published in 1995, linked to a BBCtv series with the same title. ‘How to get a Good Degree: 2nd edition’, was published by Open University Press in 2007 and ‘How to Win as a Final Year Student’ in 2000. Other study-skills publications include ‘How to Study’ (2003, Oxford, Blackwell, now translated into Chinese, Malaysian, Spanish and Ukrainian), and (with Brian Allison) ‘Students’ Guide to Writing Dissertations and Theses’ (2004, London, Routledge).

# Societies, networks and professional associations

At various times in my career I have held office as Secretary, or Treasurer with professional groups, including the Society of Chemical Industry (SCI), the Association of Educational and Training Technology (AETT), the Polytechnic Association for Continuing Education (PACE) and the Staff and Educational Development Association (SEDA), where I was admitted to the Roll of Honour in 1999. I have served as a SEDA Recogniser, and have been involved in accrediting staff training programmes for SEDA in several universities in the UK, and in institutions in Singapore and New Zealand. I have contributed keynote conference sessions and workshops to many Conferences organised by SEDA, AETT, AISHE, and ILTHE, and at many ‘Teaching and Learning’ conferences of individual universities.

I was in 1999 one of the founding Members of the Institute for Learning and Teaching in Higher Education, and an ILTHE Accreditor, and took part in many Accreditation Panels, and institutional programme accreditations. I am now a registered practitioner with the Higher Education Academy and also a member of the Association of University Professors, and the Society for Research in Higher Education (SRHE). I was awarded a National Teaching Fellowship in 2007, by the Higher Education Academy, and also ‘Principal Fellow’ status in 2012.

# Pet hates!

# Jargon, long words when shorter words will do better.

Acronyms.

The mess we have got into, trying to define ‘standards’, and to describe ‘levels’!

The folly of trying to describe ‘academic credit’ in terms of word limits, or notional hours.

Unnecessary bureaucracy and paperwork.

Queues – but not cues.

# Leisure interests

My principal leisure interest is classical music, particularly 19th and 20th century orchestral, chamber and instrumental music. I attend concerts and recitals as often as I can, and ran several residential weekends on symphonic music appreciation for Madingley Hall, University of Cambridge between 2006-9.

I continue to enjoy writing. As well as the publications listed below, I write from time to time for ‘THE’, Training Journal, and contribute magazine and newspaper articles on study-skills development, teaching methodologies, assessment processes, and other education and training topics.

# Principal publications: 1995 onwards

Race, P and Smith, B (1995) *500 Tips for Trainers* London: Routledge. (also in Spanish and American

Race, P (1996) *How to Win as an Open Learner: 2nd edition* Coventry: NCET: 3rd edition now downloadable free at [www.Phil-Race.co.uk](http://www.Phil-Race.co.uk)

Race, P (ed.) (1999) *2000 Tips for Lecturers* London: Routledge.

Race, P (1999) *Enhancing Student Learning* Birmingham: SEDA Special 10, SEDA Publications.

Race, P (2000) *How to Win as a Final Year Student* Maidenhead: Open University Press.

Race, P (2000) *500 Tips on Group Learning* London: Routledge.

Race, P (ed.) (2001) *2000 Tips for Trainers and Staff Developers* London: Routledge. (also Russian edition).

Race, P (2001) *Self, Peer and Group Assessment* York: Higher Education Academy, UK.

Race, P (2001) *Students’ Guide to Assessment* York: Higher Education Academy, UK.

Anderson, D and Race, P (2002) *Effective On-line Learning –The Trainer’s Toolkit* Ely: UK, Fenman.

Brown, S and Race, P (2002) *Lecturing: a Practical Guide* London: Routledge.

Race, P (2003) *How to Study: Practical Tips for Students* Oxford: Blackwell. (Also available in Chinese, Spanish, Ukrainian and Malaysian translations).

Allison, B and Race, P (2004) *The student’s guide to preparing dissertations and theses* London: Routledge.

Brown, S, Race, P and Smith, B (2005) *500 Tips on Assessment: 2nd edition* London: Routledge.

Race, P (2005) *500 Tips on Open and Online Learning: 2nd edition* London: Routledge.

Race, P and Brown, S (2005) *500 Tips for Tutors: 2nd edition* London: Routledge.

Race, P (2006) *In at the deep end – starting to teach in higher education* Leeds: Leeds Metropolitan University and franchised to over 20 universities in the UK, Ireland, Australia and New Zealand.

O’Neill, G, Huntley-Moore, S and Race, P (2007) (eds.) *Case Studies of Good Practices in Assessment of Student Learning in Higher Education* Dublin: AISHE

Race, P and Pickford, R (2007) *Making Teaching Work* London: Sage Publications

Race, P (2007) *How to get a Good Degree (2nd edition)* Maidenhead: Open University Press.

Race, P (2011) *Learning for the Future* London: Pearson, available at <http://pearsonblueskies.com/learning-for-the-future/>

Brown, S and Race, P (2012) *Using Effective Assessment to Promote Learning,*in *University Teaching in Focus: a learning-centred approach,*Hunt, L and Chalmers, D (eds), Australian Council for Educational Research and Routledge, pp.74-91.

Race, P (2014) *Making Learning Happen: 3rd edition,* London: Sage.

Race, P 2015) *The Lecturer’s Toolkit: 4th edition,* London, Routledge.