

TALENT Principles

TALENT Principles	How exhibited in PGC HSCE: Fellowship Award
aligns to ukpsf	<ul style="list-style-type: none"> • articulated in programme specification document • cross mapping between NMC and UKPSF requirements • Assessment brief mapped to UKPSF • Evidence collected is presented in UKPSF Evidence log
relates to practice	<ul style="list-style-type: none"> • Applicants identify themselves as having a role as a workplace educator (entry requirements) • LTA is situated around learning in an HEI or workplace organisation. • course offered for new lecturers • Assessments are designed to provide variety to support learning, and have a practice focus to support contextualised development
demonstrates scholarship	<ul style="list-style-type: none"> • level 7, 15 credit mandatory modules, are fully integrated into the Masters in Health and Social Care Education. • Assessments require critical analysis, reflection and integration of theory to practice • Assessments, are designed to incrementally support development from the 2 x 15 credit mandatory modules through to the elective modules. • Elective modules are shared between Certificate and Diploma stage students, which enhances criticality.
engage with a CoP in L&T	<ul style="list-style-type: none"> • Both face-to-face and distance learning students share a single online learning platform to support a community of practice and sharing learning and development. • Facilitated by academic advisers, students are supported to develop a community of practice of educators in a multi-professional healthcare context. • Students, staff and alumni are invited to join an online community forum to develop an educator community that extends beyond the course. • Wider community of practice is also fostered through the use of social media
engage in CPD	<ul style="list-style-type: none"> • The situational analysis requires students to identify their future aims and steps required to achieve this. This highlights CPD requirements. • Assessments are designed to integrate with the workplace to enhance CPD • The community platform above supports sharing of CPD opportunity
engage in reflection	<ul style="list-style-type: none"> • Summative assessments have a reflective component • In the teaching in practice, students are required to self-reflect and submit this is part of the learning experience. • Formative assessments in the mandatory modules, draw on the diverse learning community to critique formative assessments, to develop learning from a multi-professional perspective. This supports learning and promotes reflection.
peer endorsed practice	<ul style="list-style-type: none"> • Lesson plans are developed prior to the summative teaching in practice. These are peer reviewed and feedback given. • Peer review takes place following formative learning activities in action learning sets. • For those applying for NMC status a workplace mentor who has teacher status with the NMC is identified to support learning in the workplace