

TALENT Principles

TALENT Principles	How exhibited in PGC THE: Fellowship Award
aligns to ukpsf	<ul style="list-style-type: none"> • explicit in learning outcomes • the UKPSF is introduced at course induction and referenced in every session of the course • assessments require students to articulate UKPSF DoP in their narratives and presentation
relates to practice	<ul style="list-style-type: none"> • In service course where both sessions and assessment are embedded in practice • recommended for all new lecturers so seen as part of practice development • groups tasks are supported by course alumni acting as mentors
demonstrates scholarship	<ul style="list-style-type: none"> • sessions underpinned by literature • level seven 60 credit course which forms part of the Masters in Education • assessments required to show clear understanding of links between theory and practice • innovation in teaching required, underpinned by reference to literature • research skills developed and demonstrated in group research poster task
engage with a CoP in L&T	<ul style="list-style-type: none"> • two group assessments intended to encourage the formation of sustainable professional networks • the course is built on the creation of a community of practice and mentors are course alumni • guest lecturers include Inspirational Teachers and National Teaching Fellows from across the university • successful completion leads to membership of the community of HEA fellows
engage in CPD	<ul style="list-style-type: none"> • participants see the course as part of their CPD and the reflective assignment in each module specifically requires a professional development action plan which is mapped to the UKPSF • work produced on the course is used for the LTA conference and often leads to the production of papers
engage in reflection	<ul style="list-style-type: none"> • models of reflective practice are introduced at induction • each taught session has the space for reflection • observations and micro teaches are followed by guided reflection • the observation in module one requires a written reflective analysis • the reflective assignment in each module specifically requires a professional development action plan which is mapped to the UKPSF
peer endorsed practice	<ul style="list-style-type: none"> • there are micro teaches which are peer reviewed • group assessments are peer reviewed • observations are assessed by the course team • there is both informal and formal peer assessment as part of the assessment diet