|  |  |
| --- | --- |
| **TALENT Principles** | **How exhibited in the Practice pathway: all awards** |
| **aligns to ukpsf** | * requires demonstration of DoP through explicit alignment in submission documentation
* submission requirements aligned to descriptor levels
* recognition panels use UKPSF to make Fellowship decisions
 |
| **relates to practice** | * minimum practice eligibility specified
* provision of examples from own practice
 |
| **demonstrates scholarship** | * submission responds to relevant DoP (A5, V3; all Core Knowledge) and descriptor criterion 5
* reviewers seek an informed rationale for teaching and learning decisions;
 |
| **engage with a CoP in L&T** | * participation in module, course or other teaching-related teams
* evidence of engagement with disciplinary or professional networks
* scope of engagement required to be commensurate with descriptor level (eg as apprentice; practitioner; influencer; leader)
 |
| **engage in CPD** | * submission responds to DoP A5, V3
* requires demonstration of development of practice
* good standing evidenced through appraisal and Peer Review and Enhancement (PRE)
* maintenance of a record or portfolio of CPD
 |
| **engage in reflection** | * evidence of reflection sought in narrative elements of submissions
* requirements for reflective practice increasingly rigorous in progression through descriptors
 |
| **peer endorsed practice** | * Use of peer referees to endorse claims
* Peer observation of practice
* Peer review through internal recognition panels
* External moderation helps benchmark against sector norms
 |
|  **adheres to EDI principles** | * Workshops raise awareness of inclusive practice and barriers to inclusion
* Submissions at D3 must evidence personal, and/or leadership in the, development or enhancement of inclusive practice
* Submissions at D2 must evidence how practice adheres to inclusive practice principles
* Submissions at D2/3 must indicate plans for enhancement of inclusive practice

  |

|  |  |
| --- | --- |
| **TALENT Principles** | **How exhibited in Associate pathway (PGR Route)** |
| **aligns to ukpsf** | * requires demonstration of DoP through explicit alignment in submission documentation
* submission requirements aligned to descriptor levels/marking criteria
* recognition panels use UKPSF to make Fellowship decisions
 |
| **relates to practice** | * minimum practice eligibility specified
* provision of examples from own practice
 |
| **demonstrates scholarship** | * sessions underpinned by literature
* required to demonstrate achievement of D1.5
* reviewers seek an informed rationale for teaching and learning decisions;
 |
| **engage with a CoP in L&T** | * participation in module, course or other teaching-related teams
* evidence of engagement with disciplinary or professional networks
* scope of engagement required to be commensurate with descriptor level (eg as doctoral student; researcher)
 |
| **engage in CPD** | * submission responds to two DoP and A5, V3
* requires demonstration of development of practice
* good standing evidenced through appraisal and Peer Review and Enhancement (PRE)
* maintenance of a record or portfolio of CPD
 |
| **engage in reflection** | * evidence of reflection sought in narrative elements of Workbook
* requirements for reflective practice increasingly rigorous in progression through descriptors
 |
| **peer endorsed practice** | * Use of peer referee to endorse claims
* Peer review through internal recognition panels
* External moderation helps benchmark against sector norms
 |

|  |  |
| --- | --- |
| **TALENT Principles** | **How exhibited in PGC THE: Fellowship Award** |
| **aligns to ukpsf** | * 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** | * 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** | * 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** | * 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** | * 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** | * 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** | * 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
 |
| **TALENT Principles** | **How exhibited in PGC HSCE: Fellowship Award** |
| **aligns to ukpsf** | * 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** | * 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** | * 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** | * 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** | * 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** | * 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** | * 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
 |