|  |  |
| --- | --- |
| **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 |