‘Enhancing engagement and creating community with a school-based Edinburgh Teaching Award’

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Overview

Edinburgh Teaching Award at R(D)SVS
- Evolution & background
- Collaborative blended model: HE & VetEd
- Local Mentors & CPD
- Academic engagement levels = 58%

Challenges & Benefits

Options for EdTA in your own school?
Needs analysis: Key feedback from staff

Context-specific training
- Complement central HE focussed activities
- Teaching in non-clinical & clinical settings
- Practical, evidence-based
- HE Terminology & literature can be challenging

Convenient, time-efficient location
- 30 mins to main campus, parking, ‘on-call’

Support school priorities/policies
- e.g. Assessment & Feedback changes (NSS links)
R(D)SVS Faculty Development Programme

Local ‘Support for Teaching’ programme
- Established 2009
- Six ‘ad hoc’ workshops
- Now evolved to ‘rolling calendar’ of events

The Edinburgh Teaching Award*
- HEA accredited, longitudinal mentored pathway
- Local school-based version launched June 2015*
- Aligns with ‘Support for Teaching’ programme
- *Collaboration with Institute for Academic Development (IAD) essential
Higher Education Academy (HEA) Fellowship (now Advance HE)

Accredited recognition for ‘commitment to professionalism in learning & teaching in HE’

Fellowship of Higher Education Academy

- Associate Fellow (AFHEA)
- Fellow (FHEA)
- Senior Fellow (SFHEA)
- Principal Fellow (PFHEA)

Portable, internationally recognised

https://www.heacademy.ac.uk/ukpsf

UK Professional Standards Framework (UKPSF)
The Edinburgh Teaching Award (EdTA)

Longitudinal mentored pathway for development in learning and teaching

Enables participants to:
• Think and write about learning & teaching
• Focus on own development (identify CPD & literature)
• Critically reflect on own practice (flexibility)

Timeframes:
• Between 6 months to 2 years for completion
• Time commitment ~0.5 day/month over 2 years
EdTA Assessment

Submit 3 sets of evidence via online ‘portfolio’:

- **Experience**: What teaching have you done & how do you know it was effective?
- **CPD**: What have you learned & how has this informed your teaching?
- **Blog**: How do you bring UKPSF professional values to life in your teaching?

Plus references from colleagues

Mapped to UKPSF
**EdTA Engagement Levels @ R(D)SVS (13/06/18)**

<table>
<thead>
<tr>
<th>Participation &amp; Completion (since June 15)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Successfully completed (→ 9 new EdTA mentors)</td>
<td>32</td>
</tr>
<tr>
<td>Other EdTA Mentors</td>
<td>5</td>
</tr>
<tr>
<td>Actively Participating in EdTA</td>
<td>50</td>
</tr>
<tr>
<td>On ‘waiting list’ to join next available EdTA cohort</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td><strong>110</strong>*</td>
</tr>
<tr>
<td>Academics involved with teaching</td>
<td>~130</td>
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*35 participants = ‘non academic’ roles  
(e.g. residents, PG demonstrators, teaching technicians, vet nurses etc)

→ Academic EdTA engagement levels = 58% (75/130)
School Policy Changes & Endorsement

Policy changes (from Jan 16)
• New colleagues = Mandatory*
• Existing colleagues = Encouraged
• Annual Appraisal forms = discuss plans for EdTA engagement*
• Work allocation model = included from Jan 17

Leadership/Endorsement
• Susan Rhind: DoT leadership for last 13 years!
• Head of School
  • EdTA mentioned at School Meeting
  • HEA Fellowships mentioned in Promotions workshop

*If involved in UG teaching, and don’t already have existing FHEA/SFHEA/PFHEA, or PGCAP qualification
‘Celebrating Teaching’ event

- Public thanks and recognition
  - Staff & students
  - HEA Fellowships & Teaching Awards
  - ‘Commitment to professionalism in teaching & learning’
EdTA: Challenges (and solutions)

Minor
- Mentors: initial anxieties → IAD support, pairs
- Optimal support schedule → work in progress
- Relevant literature & ‘terminology’ → R(D)SVS reading list & glossary

Major
- Reflective writing: discomfort (scientists?) → IAD support
- Time: embedding in workload plan → partially resolved
  (variability, senior colleagues, mentees but not mentors)
- ↑ interest - ↑ mentor numbers required → now key challenge

Other: 21 withdrawals (8 left UofE, 13 time commitment / line management)
EdTA: Benefits

Word of mouth endorsement

Creating ‘community’ within school

• Vibrant Learning + Teaching discussions
• Colleagues seeking additional responsibilities
  • Learning & Teaching Committee
  • Curriculum Innovation Group
  • Course Organiser/Exam Board Chair roles
• ↑ Workshop attendance & new workshops (e.g. QA/QE)

Impact on local practice & student experience (NSS etc)?
IAD Secondment

1) Research project: longitudinal evaluation of EdTA
   • Enablers & Barriers → improvements for future
   • Changes in confidence, knowledge & teaching practice
   • Early results: strong intrinsic motivation to participate

2) Rollout local EdTA programmes
   • Helping facilitate local programmes in other U of E schools
   • Velda McCune (IAD) and myself
   • EdTA programmes now launched in five Schools
Interested in EdTA for your School?

Blended collaborative approach

• HE & Subject specific content + local mentors
• Aligned with accredited qualification
• Scalable & sustainable approach

What’s involved?

• Contact Velda McCune (IAD) or myself
• Identify existing HEA fellows within School (IAD can help)
• Identify target cohort (e.g. AFHEA or all categories?)
• Recruit local Mentors & offer some local CPD (can be minimal)
Take home messages

• To enhance engagement & create community:
  • Convenient, Relevant, Accredited
  • Leadership & Public endorsement important

• Is achievable & beneficial to School, and we’re happy to help

Any Questions? Catriona.Bell@ed.ac.uk