



THE UNIVERSITY *of* EDINBURGH
The Royal (Dick) School
of Veterinary Studies



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



All images ©University of Edinburgh unless otherwise stated

Catriona Bell, Jessie Paterson, Jill MacKay, Susan Rhind
Royal (Dick) School of Veterinary Studies

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



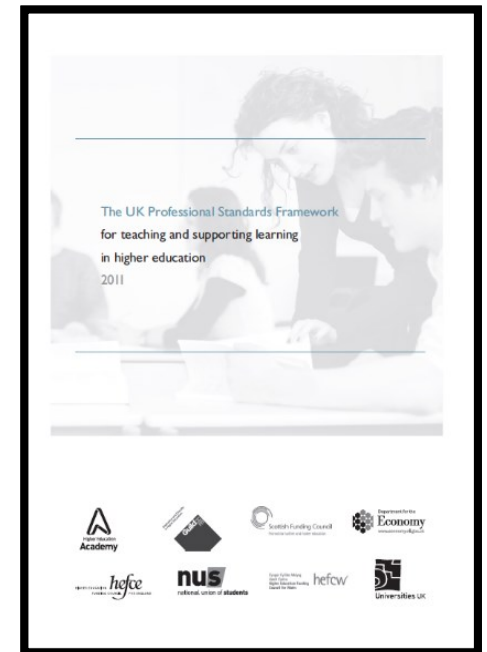
Higher Education Academy (HEA) Fellowship (now Advance HE)

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 UNIVERSITY of EDINBURGH
The Royal (Dick) School
of Veterinary Studies



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**)

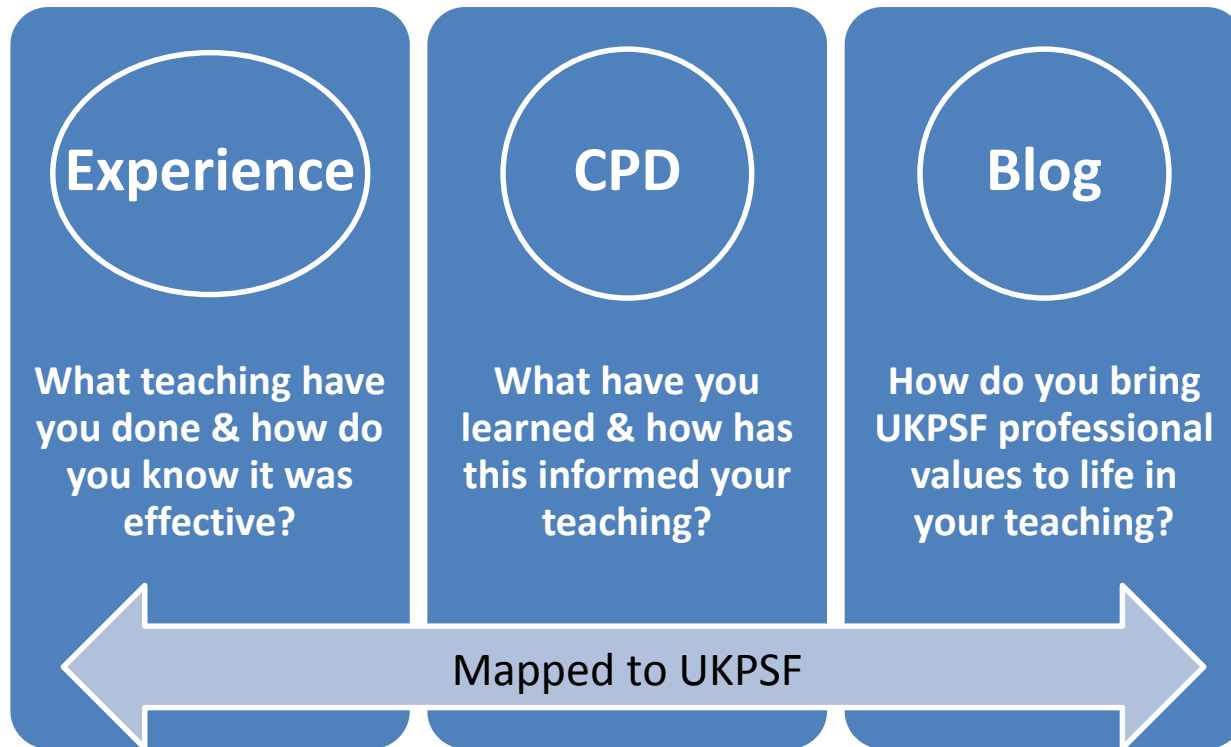
Timeframes:

- 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':



Plus references from colleagues



EdTA Engagement Levels @ R(D)SVS (13/06/18)

Participation & Completion (since June 15)	
Successfully completed (→ 9 new EdTA mentors)	32
Other EdTA Mentors	5
Actively Participating in EdTA	50
On 'waiting list' to join next available EdTA cohort	23
	110*
Academics involved with teaching	~130

*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

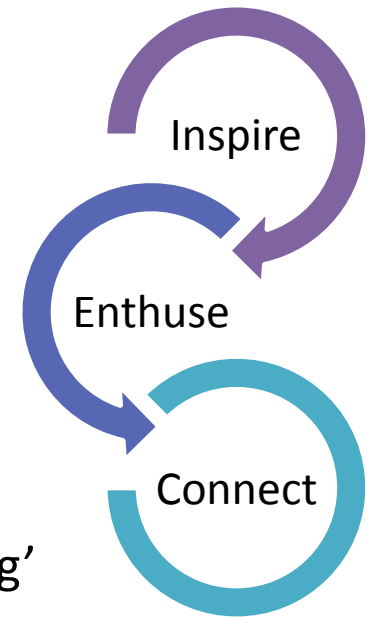
Leadership/Endorsement

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



'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



THE UNIVERSITY of EDINBURGH
The Royal (Dick) School
of Veterinary Studies

