

**Title:** Using e-portfolios to support early career academic development

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### Session Learning Outcomes

By the end of this session, delegates will be able to:

- Understand the system Abertay has in place for using e-portfolios to support early career academic development
- Consider and evaluate their own institutional practice or context for supporting early career staff to understand and apply the UKPSF to their practice
- Discuss cross-sector practice in supporting early career academic development and understanding of the UKPSF and apply to their own context

### Session Outline

Early career staff are often required to complete some kind of postgraduate qualification to support their academic development and develop their learning and teaching practice. In many institutions, this provision is accredited by AdvanceHE and leads to a category of HEA Fellowship. In Abertay University, we run a Postgraduate Certificate in Academic Practice (PGCAP), consisting of three modules – a taught module primarily focused on teaching and learning, a practice-based module and a research module. All three are supported through an e-portfolio which also provides the vehicle for assessment. An integral part of this assessment is the linkage between practice and the UKPSF (as applicable to D1 and D2). Unpacking and applying the UKPSF is something staff particularly struggle with at Abertay as well as at many other institutions (Turner, Oliver, McKenna, Hughes, Smith, Deepwell & Shrives, 2013), despite Advance HE's (2018) range of resources to help staff with this understanding as well as other resources such as John Lea's book (2015). Our current e-portfolio system is Pebblepad and through specially created workbooks and the tagging features available in this system we support students' understanding of the UKPSF and how it relates to their practice. This session will demonstrate how we use these features to embed the UKPSF within PGCAP participant's understanding of their practice. This work was initially presented at the Scottish Pebblepad Users Group in early 2019 and was identified as an innovative way of integrating the UKPSF with Pebblepad functionality which attendees were keen to further

explore. We are keen to share our experience with others as well as create a session for others to share their practice with us and other attendees to stimulate thinking in this area.

## **Session Activities and Approximate Timings**

*15 minutes: Outline of issue and theoretical background with demonstration of our e-portfolio solution*

*15 minutes: Participant small group discussion around their institutional practices in supporting early career development and the UKPSF and whether Abertay's solution could be adapted to their own context.*

### *Discussion questions*

- *How are early career staff supported within your institution in developing their academic (-related) practice*
- *Are technological means e.g. e-portfolios used to support this? If so, what do you do and how. If not, is this something which could be valuable or not and why?*
- *How are early career staff supported in developing their understanding of the UKPSF and how could this be improved upon?*

*10 minutes: Feedback from small group discussions*

*5 minutes: Individual action planning*

## **References**

Advance HE (2018) Fellowship resources

<https://www.heacademy.ac.uk/individuals/fellowship/fellowship-resources> (last accessed 20 May 2019)

Lea (2015) 'Enhancing learning and teaching in higher education: Engaging with the dimensions of practice.' Maidenhead: Open University Press

Turner, N., Oliver, M., McKenna, C., Hughes, J., Smith, H., Deepwell, F., & Shrives, L. (2013)

'Measuring the impact of the UK Professional Standards Framework for Teaching and Supporting Learning (UKPSF). Available at:

[https://www.heacademy.ac.uk/system/files/resources/ukpsf\\_impact\\_study\\_report.pdf](https://www.heacademy.ac.uk/system/files/resources/ukpsf_impact_study_report.pdf) (last accessed 20 May 2019)