

Exam Number:	1F
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At the beginning of the Edinburgh Award, you chose three skills that you particularly wanted to strengthen. During the Award you’ve also looked at how you can increase the impact you have on others.

This process of strengthening skills and increasing your impact is central to the Edinburgh Award. In this submission, provide a written account that shows you have been purposeful and reflective in working on your skills and impact.

Your submission will be reviewed by students across the Award who are not involved in the same activity as you so please ensure your reflections can be understood by anyone.

If needed, further guidance, example submissions and the criteria on which submissions are judged are available at: www.employability.ed.ac.uk/Student/EdinburghAward/ACJ

***Note:** As part of the Edinburgh Award, your submissions will be reviewed by other students and staff, and may be used elsewhere (in part or in whole) – your name will never be attached and only the content you enter will be used.*

Instructions

There are four boxes below, one for each of the three skills you wanted to strengthen and one for impact you have had. In each box write about 200 words describing **what progress you have made** (if any), **what steps** you have taken to try to improve this skill and **what you have learned** from your experiences.

Don’t worry if you haven’t made as much progress as you would have liked; your description can include what has limited your progress and if there are different approaches you would take in the future. For example, you may have found that you initially overestimated your ability in one of the skills – that’s OK.

Write so that your text makes sense to someone who has had no connection with your activity.

Skill One:	Communication skills
I feel my communication skills are continually improving although slowly, but I have found I am starting to feel more confident. I have played an active part in brainstorming during session planning meetings with other student leaders, explaining exercises during sessions and tried to encourage interaction with the groups during exercises. I have found that it is communicating with first year students attending the sessions that I find most awkward and I sometimes need to force myself to initiate conversation.	

Skill Two:	Improve my public speaking
<p>Progress here is slow but I am finding myself less nervous when speaking to groups. I have been taking the lead on some of the facilitation exercises during sessions, guiding the participants through them, I have found that good preparation and planning for an exercise helps when presenting an exercise to the group.</p> <p>I feel more confident about what I am saying and this projects in the delivery of the information.</p>	

Skill Three:	Assess knowledge and understanding of others
<p>I have found it quite difficult to measure ways which I have developed for assessing the knowledge and understanding of others</p> <p>Finding ways of assessing and clarifying the understanding of the subject of the exercise as I have no access to the material being taught in lectures I have been actively trying to gauge body language of people when presenting an exercise and clarifying through questions the understanding of any assumed knowledge, ask students attending sessions to explain their understanding therefore explaining to anyone who didn't understand it, adding further clarification if necessary.</p> <p>I have found part of the difficulty is that I worry I may come across as patronising.</p>	

Impact on others
<p>The greatest impact I have had is by helping people to gain a better understanding of the different aspects of being at University, including not only facilitating activities aimed at the acquisition of skills for undertaking both study and coursework but through sharing experiences and knowledge of the resources and facilities available to students. This has been increased by including activities on non academic topics such as flat hunting.</p>