

Exam Number:	Submission 2
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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.

Please provide a written account that shows you have been purposeful and reflective in working on your skills and impact. At this stage you should also include an indication of how you may intend to change your approach for the remainder of your time on the Award given what you have learnt to this point.

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: <https://www.ed.ac.uk/edinburgh-award/peer-assessment>

***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 the 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, **what you have learned** from your experiences and **what you might change** in your approach for the remainder of your time on the Award.

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:	Harnessing Opportunities
<p>For me, becoming a Peer Mentor and dedicating time to completing the Edinburgh Award is an example of harnessing an opportunity in itself. It is something which has been offered to me as a university student, the type of opportunity I will no longer have access to following my graduation. This experience has allowed me to gain valuable extra-curricular experience while at university. Moreover, it allows me to reflect on my time at university and pass on the knowledge I have accumulated to a younger student.</p> <p>Since the beginning of the Edinburgh Award Process I have strived to be on the look out for any further opportunities. As well as developing a growing awareness for such opportunities, I have become more effective at harnessing the opportunities I identify. For example, I have recently resolved to act on an opportunity as soon as I identify it. This was a result of the overwhelmingly rewarding feeling experienced while harnessing the opportunity to become a Peer Mentor. I seek to reproduce this by acting on any potential opportunities. In the following weeks I will especially seek to identify and harness opportunities to be of assistance while mentoring, hoping to maximise their benefit for my Mentee and improve my Mentee's university experience in any way.</p>	

Skill Two:	Organising
<p>Given that I am Fourth Year Student, organising is one of my top priorities. Mainly, this involves managing my time to make the most of every day. I aim to achieve the best results I can in my university work while also maintaining a healthy lifestyle and social life. The responsibility of being assigned a Peer Mentee added another factor to consider while organising my time. I feel like I have become more organised since the beginning of the year. I have created a document for each commitment that I have (eg. subjects, dissertation, peer mentoring) where I mark my progress and tasks I need to complete in the future. For Peer Mentoring I write a brief summary of what has been discussed after each meeting or each email exchange that takes place. I also note down any outstanding issues to be resolved. For example, a question I was unable to answer and plan to investigate. Along with making weekly and daily plans of action these steps have allowed me to ensure that I keep on top of my commitments and give my best to each task I embark on. In the future I aim to maintain this level of organisation. Still I aim to improve the speed at which I respond to emails and not letting commitments get on top of me.</p>	

Skill Three:	Flexibility
<p>I equally feel like I have become more flexible through my engagement with the Peer Mentoring programme. As well as becoming more organised and on top of my commitments, I have learnt to make changes to my schedule more easily if the need arises to. For example, my peer mentor may make a last minute cancellation or rescheduling to a meeting. I have tried to be more accomodative and less selfish, recognizing that everyone has a different schedule and that compromise is key. I increasingly recognize the importance of being flexible and adapting efficently in a changing environment, particularly given the necessity to do this in a fast paced business environment. During the remainder of my time on the Edinburgh Award I aim to keep up this flexibility, again striving to improve this further and taking uncertainty as a given rather than as an annoyance.</p>	

Impact on others

I feel like I have made a positive impact as a Peer Mentor. I believe I have been a helpful source of guidance for her, providing information and inspiration as well as listening to problems.

I have increasingly aimed to be more perceptive of other's needs and to give my all to help satisfy these. I try to make a positive contribution to the world around me everyday, in any possible way. I've learnt it is difficult to singlehandedly have a positive impact on everyone but I believe it is important to improve the quality of life for those in your environment at the very least, if you are in the privileged position to do so. I have begun to focus on helping others more, even when there is nothing in it for me. Going above and beyond the bare minimum. The necessity to do this, to have a positive impact on others has moved to the forefront of my mind over the past year, thanks to this experience and others.

Until the end of the semester, I aim to allow my mentee to direct the flow of the conversation more. At first there were things that she didn't even know that she didn't know. Now that I have provided her with this basic information, any subjects to be discussed are issues that may arise in the future and up to her if she wishes to discuss them with me.