

Exam Number:	Submission 6
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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: <http://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:	Identify areas that need to be addressed rather than waiting for instruction
There was a problem with communication between the writers and editors that I oversee, and this led to written submissions for our website going unnoticed and unpublished. I set up a network forum for general questions and establishing a network channel on the messaging app Slack to allow and enforce direct contact and a reliable change of messaging. This has largely solved the communication problem.	

Skill Two:	Harnessing opportunities to develop
Each submission needs to be accompanied by a stock image, and was generally selected through a manual search of stock-image websites like Flickr. I thought this was a largely tedious process and noticed the possibility of recurring images for the same topic in different articles – three separate articles about parliament would have the identical accompanying image. I decided to create a method which would record all previously used images and filter future searches so as to prevent images from being repeated.	

Skill Three:	Professionalism
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The written submissions usually come in at irregular times during the day, and I often don't have the availability to see to them as soon as they arrive, which means I have to rely on my ability to schedule my day to assign time in the evening to push out the daily submissions to the website. This can be difficult and I had previously relied on my own memory, which sometimes led to delays or panicked mornings. I have instead taken to writing a note every time a submission is logged, and this forces me to be punctual and reliably sit down and complete each submission at the end of the day.

Impact on others

By focussing on improving the skills above, I have noticed a significant uptick in production and motivation, in myself and in the others around me. By instituting the changes, a new sense of purpose and professionalism has led to my colleagues taking more of an interest and shouldering responsibility to perform their best. There is always more to be done, but it is good to see the impact that comes from zeroing in on weak spots and improving them.s