

Title: **How to Internalise a CPD Framework?**

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Abstract:

Session Learning Outcomes

Delegates will be better able to assess the value of a proposed CPD Framework, and how it could be internalised by academic and learning support staff, by:

- Evaluating the possible range of its **components**;
- Understanding how it might **motivate** academic and learning support staff;
- Using a professional developmental **typology** to inform its implementation in their HEI;
- Considering more critically how its **effectiveness** might be evaluated.

Session Outline

Key issues are the role of the:

- **government** [briefly]: why the impetus towards CPD? (UUK et al, 2004; Norris, 2003) e.g. what leads: quality assurance, quality enhancement, or learning teaching & assessment?
- academic **professional**: what do they/we actually do? (King, 2004; Ferman, 2002)
e.g. how do full time, pro-rata and casual staff differing engage with CPD?
- **HEI**: practice, policy or partnership? (Land, 2001; Seden and Clarke, 2001)
e.g. to what extent do staff see themselves as collegial professional developers?
- **educational developers**: their role in an HEI? (Beetham, 2001; Seden and Smith, 2004) e.g. what is the balance between central and dispersed professional development?

Session Activities

Very roughly:

00-05		Group introductions (max 16)
05-20	Activity:	CPD, and academic staff identity : “What are effective ways of finding time - to do and to critically reflect”?
20-30	Input (RS):	Some CPD components : teamly and individual staff activities , the practice cycle of improvement, national professional standards , HEI policy
30-45	Activity:	CPD, and HEIs : “What staff and HEI barriers are there to disseminating, and scaling up CPD?”
45-60	Discussion:	Critical links between e.g.: CPD and reward; collegial and corporate identities
60-70	Input (RS):	Some developmental typologies : government push, student pull
70-85	Activity:	CPD, and educational developers : “Can an educational developer ever truly “belong”? Should CPD be wholly dispersed? W(h)ither evaluation?”
85-90		Interim conclusions (RS)
A colleague and I will facilitate activities and discussion.		

References

Beetham H (2001) *How do Representations of Our Practice Enable Change to Happen?* Educational Developments 2.4, SEDA.

Ferman, T. (2002). Academic professional development practice: what lecturers find valuable. *International Journal for Academic Development* 7(2): pp 146-158

King, H. (2004) Continuing Professional Development in Higher Education: what do academics do? http://www.gees.ac.uk/pubs/planet/p13/p13_8.pdf.

Land R (2001) *Agency, Context and Change in Academic Development*, in: *The International Journal for Academic Development*, Vol. 6, No 1.