

Title: **The Green 'L'Plates: ... and after the PG cert?**

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Abstract:

Session Learning Outcomes

By the end of the session, participants will be able to:

- i. List and categorise potential CPD needs of new staff (Years 2-5 in H.E.) following achievement of the PG Cert
- ii. Create an outline CPD framework for new staff
- iii. List the institutional implications and requirements in order to meet these needs
- iv. Begin to articulate the role of the educational developer in responding to these needs

Session Outline

This session is based on the participation of 4 new lecturers who have completed their PG Cert in Learning and Teaching in Higher Education in summer 2005. As part of their P.G.Cert portfolio, they have completed a section on Reflective Practice and a section on Continual Professional Development. What do they expect from the university in the next 3 years and how do we plan to provide it?

The key issues to be addressed in this session revolve around the questions of the CPD requirements for a new professional in higher education within the diverse role expectation of a modern university academic in the 21st century. In particular we expect to cover the notion of professionalism (Walker 2001), the sometimes contradictory pressures on new academics (Rowland 2002) and new lecturers' own perceptions of their CPD requirements. (Ferman 2002)

Session Activities

1. Outline of current PG Cert. relationship to CPD (10 minutes)
2. 4 short presentations from new staff graduates from PG Cert regarding their experience as reflective practitioners and their portfolio submission for CPD (20 minutes)
3. Groups to interrogate the first year staff experience, draw up list of CPD requirements for following 3 years (20 minutes)
4. Groups to work on the institutional response to new staff needs (30 minutes)
5. Feedback (10 minutes)

References

- Ferman, T. 2002. "Academic Professional Development Practice: what lecturers find valuable." *International Journal for Academic Development* 7:146-158.
- Rowland, S. 2002. "Overcoming fragmentation in professional life: the challenge for academic development." *Higher Education Quarterly* 56:52-64.
- Walker, M. (ed). 2001. "Reconstructing Professionalism in University Teaching." Buckingham: SRHE & Open University Press.