

Title: **Organisational Culture as a Context for Promoting Professional Standards**

Presenters: **Tom Hall and Ruth Brown**
London South Bank University

Abstract:

Session Learning Outcomes:

At the end of this workshop participants will be able to:

- discuss the complex relationships between institutional strategy, faculty/department policy and the CPD needs of the individual academic (LSBU, 2004:[online]; Fleming, Shire, Jones, Pill & McNamee, 2004:167; Blackmore, 2004:215; Koopman-Boyden & Macdonald, 2003:35).
- explain the principles behind the use of needs analysis in staff development (Wisker, 2003:24).
- list the advantages and disadvantages of using either threshold standards or higher level principles as the basis for negotiating an academic's CPD in relation to teaching (HEA, 2005:[online]).
- identify the role of the academic developer in promoting professional standards through individual academics while maintaining synergy with institutional and faculty/department requirements (Thew, 2003:227).

Session Outline:

The workshop will explore:

- the key characteristics of institutional strategy and the external and internal drivers that create it.
- the relationship between institutional strategy and faculty/department policy/function.
- the principles of needs analysis and their application in staff development.
- the nature of professional standards and the needs of individual academics.
- action the academic developer can take to maintain synergy between institutional, faculty/department and individual needs in relation to promoting professional standards.

Session Activities:

Activities will be adapted to suit the number of participants.

Activity 1 (whole group)

The characteristics of institutional strategy [CALL OUT, FACILITATORS SCRIBE].

The relationship between institutional strategy faculty/department policy/function [HIGHER/LOWER GAME]

Activity 2 (breakout groups)

Writing higher-level principle statements and threshold standards.

Activity 3 (breakout groups)

Picture metaphor. Using three different scenarios each group creates a representation of the academic developer's role in balancing the needs of institution, faculty/department and individual academic.

Plenary: each group provides a narrative for their picture.

On their own, or in pairs, participants are invited to identify how they can use what they have learned in the workshop.

References

- Blackmore, JA. (2004). A critical evaluation of peer review via teaching observation within higher education. *International Journal of Educational Management*. 19(3), 218-232.
- Fleming, S; Shire, J; Jones, D; Pill, A & McNamee, M. (2004). Continuing professional development: suggestions for effective practice. *Journal of Further and Higher Education*. 28(2), 165-177.
- Higher Education Academy (HEA). (2005). *Continuing professional development*. Available from <http://www.heacademy.ac.uk/197.htm>. (Accessed 24 July 2005).
- Koopman-Boyden, PG & Macdonald, L. Ageing, work performance and managing ageing academics. *Journal of Higher Education Policy & Management*. 25(1), 29-40.
- London South Bank University (LSBU). (2004). Indicative Action Plan: Supporting professional standards 2004-2005. Available from <http://www.lsbu.ac.uk/lteu/documents/Supporting%20Prof%20Standards.pdf>. (Accessed 29 July 2005).
- Thew, N. (2003). Personal and professional development: strategies for coping and for growth. In *A guide to Staff and Educational development*. Edited by Kahn, P & Baume, D. London: Kogan Page.
- Wisker, G. (2003). Carrying out a needs analysis: from intuition to rigour. In *A guide to Staff and Educational development*. Edited by Kahn, P & Baume, D. London: Kogan Page.