

Title: “I’ll Show You Mine if You Show Me Yours” – sharing models of professional development

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Abstract:

Session Learning Outcomes

- Reflect on the range of awards associated with CPD and their links to professional recognition, in particular that of M.Ed with its associated stages
- Consider their value and the challenges associated with accredited or formal learning within the context of CPD demands and professional standards
- Reflect on their own plans or emerging programmes in the light of shared understanding of what other institutions might be doing and the approaches they are taking
- Re-evaluate issues around CPD raised by the workshop in the context of their own work

Session Outline

Two conferences ago the SEDA November conference was the venue for an interesting exploration of a possible model for a CPD Framework using the SEDA-PDF as a basis. The proposal to use SEDA-PDF awards to give national recognition alongside the then current ILTHE (now HEA) accreditation framework sparked much discussion but the idea to combine awards into a Masters programme of study specifically targeting CPD needs of individual staff was at the time still in its infancy.

Since then an accrediting programme has emerged where the organic and developmental elements of personal and professional development activities have been formalised to fit within institutional requirements and regulations, retaining – hopefully- the flexibility, autonomous nature and adaptability of a professional development framework.

The session introduces the Masters in Education (Professional Practice in HE). It will reflect on the value of this type of degree within the context of ongoing developments, both within SEDA, but particularly at national level through the work of the HE Academy and professional standards requirements. Additionally, the session will explore with colleagues how the new degree fits in with the needs of HE staff and, in a series of discursive and reflective activities, participants will be encouraged to explore their own emerging structures to support PPD; where they accredit, how they do so and how they link back to institutions’ and HE Academy developments.

Session Activities

Exploration of roles and experience across participants through group activity

Introduction to the M.Ed CPD Framework

Participants will discuss the nature of the degree and explore how the new degree fits in with the needs of course participants: the staff; professional body requirements; the demands of a postgraduate degree; and the needs of the institution.

In groups, several questions will be explored with participants in the session, namely:

- Why an M.Ed?
- The relationship of an accrediting degree to other forms of CPD
- The relationship of the emergent model to generic models of CPD and professional standards
- Challenges in the implementation of such programmes

- Links within such a programme to new Standards (HEA) proposals, and
- Exploration of conclusions in respect of participants own experience/programmes

Concluding reflective discussion of participants own emerging structures to support PPD; accreditation and links to institutions' and HE Academy developments.

References

Pilkington R, (2005) Seda PDF at University of Central Lancashire in Education Developments Special, Summer 2005

The HE Academy (Sept 2005) Consultation Document: A Standards Framework for Teaching and Supporting Student Learning in HE