

Title: **Mission Impossible? Engaging the unengaged in Professional Development, lessons learnt from implementing PDP**

Presenter: **Sally Bradley**
Sheffield Hallam University

Abstract:

Session Learning Outcomes

At the end of the workshop, participants will have

- reflected on their own CPD
- considered the issues around implementation of PDP with students
- identified and shared techniques for engaging staff in Professional Development.

Session Outline

"Those who teach shall also learn and those who learn shall also teach".

Peter Laslett, founder of the UK University for the 3rd Age

In 1997, Dearing said students need progress files.

In 2005, QAA say every student must have access to supported PDP.

And the Universities UK (2004) say academics need Professional Standards.

How do we, as staff developers, get staff who have been sceptical about student PDP to engage in their own CPD?

Knowles (1990) implies that the adult learner, and in our case academic staff, direct the content where as we, the developers, direct the process. Can we learn anything from implementation of Progress Files and PDP (Clegg and Bradley, 2005)?

The workshop will challenge what CPD means to academics and the intended outcomes of CPD. Is it about raising teaching standards, and in turn student achievement, or is it for career progression? Should it be self directed or assessed through appraisal? Lifelong learning v Employability?

The workshop will offer an opportunity for developers to share different approaches to engage the "hard to reach" and the lessons learnt from trying to engage reluctant students in PDP. This shared experience will be used to generate ideas for motivating the unmotivated. Have we learnt any lessons from the implementation of Progress Files?

Session Activities

- Opportunity for personal reflection on CPD
- Short vignettes on the experience of implementing PDP from two institutions
- Small group discussion to share different approaches to engage the "hard to reach" and the lessons learnt from trying to engage reluctant students in PDP.
- Final plenary to bring ideas together.

References:

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