

**Title:**                    **Developing excellence: reconfiguring induction for academic staff as the first stage in a framework for continuing professional development**

**Presenter:**            **Clara Davies**  
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### **Abstract:**

#### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- Consider a range of ways for developing, recognising and sharing excellence in teaching, in the context of their own institution
- Consider key drivers for the development of institutional CPD frameworks

#### **Session Outline**

Key issues to be addressed are:

SDDU, on behalf of the University of Leeds, is developing a framework for the Continuing Professional Development (CPD) of those who teach and support learning at the University. The aim is to develop an innovative approach to CPD that creates a range of learning resources that can be selected as one-off staff development opportunities or mapped to create recognition pathways to meet the development needs of various staff groupings.

Evaluation of the current new lecturer programme via focus groups, plus the recommendations of an advisory group of senior academic leaders, has indicated that a more holistic induction of both new and experienced incoming academic staff is needed. The session will present these findings and set them in the context of national research on the impact of new lecturer programmes on the development of excellence in teaching.

The session will outline how the plans for a more holistic induction are to be implemented through the CPD Framework plus how the institution plans to support the continued development of individuals beyond accredited and credit-bearing provision in a way that links to promotions criteria.

Key features to be addressed in the workshop are the holistic approach that Leeds is planning to take to induct its staff and the links between the development provision and career progression.

In this workshop, SDDU's plans for a UoL CPD Framework will be presented for discussion and delegates will be invited to comment on it and in the light of recommendations of the HE White Paper, revised UK-PSF and the new HESA returns related to staff teaching qualification.

### **Session Activities and Approximate Timings**

20 minutes presentation

20 minutes discussion

5 minutes plenary

### **References**

"Students at the Heart of the System", White Paper, June 2011

<http://discuss.bis.gov.uk/hereform/white-paper/>

HESA Data: Staff Records 2012/13 - Academic teaching qualification

<http://www.hesa.ac.uk/C12025> (pdf page 53)

Knight P, Tait J b & Yorke M (2006). The professional learning of teachers in higher education. *Studies in Higher Education* Vol. 31, No. 3, pp. 319-339

Smith J (2011). Beyond evaluative studies: perceptions of teaching qualifications from probationary lecturers in the UK. *International Journal for Academic Development* Vol. 16 No. 1 pp 71-81

UK Professional Standards Framework for Teaching and Supporting Learning

<http://www.heacademy.ac.uk/ukpsf>