

Title: Never the twain shall meet? Student involvement in staff CPD

Presenter: Rebecca Turner, Jennie Winter, Lucy Spowart, Reema Muneer & Pauline Kneale
Plymouth University

Session Learning Outcomes

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

- Consider student attitudes towards lecturer CPD;
- Discuss opportunities and barriers for student engagement with lecturer CPD;
- Evaluate the potential impacts of student feedback on future CPD.

Session Outline

Teaching-related continued professional development (CPD) takes a number of guises (e.g. workshops, conferences etc.) however, that which provides a forum to stimulate scholarly reflections on practice is the primary focus of the majority of CPD (Gosling, 2010; Parsons et al., 2012). This shift is partly the consequence of the 2010 revisions to the UKPSF, but also moves to publicise institutional-level data regarding the numbers of staff 'qualified' to teach (HESA, 2014). Collectively these moves have shifted the focus of CPD on to the individual and the knowledge and experience with which they perform their role (Spowart et al., in press).

These moves have taken place alongside parallel developments that have sought to promote a partnership approach to future changes in HE, particularly with respect to the contributions students are encouraged to make. Initiatives such as The Student Engagement Partnerships (BIS, undated) seek to create a platform for shared dialogue between students and staff about CPD; however, these examples are few and far between. On behalf of the HEA we are undertaking a project to create state of the art knowledge and understanding relating to the impact of CPD schemes on the student learning experience. As part of this work we have interviewed students from 11 HE providers with a specific remit for supporting student learning.

These data will be used to stimulate discussion around student engagement with CPD and consider the institutional changes necessary to encourage students to take an active role in future CPD. Participants will be encouraged to reflect on their own context with respect to CPD, the potential for student participation and to share good practice from their own institutions.

Session Activities and Approximate Timings

The outline of the workshop is as follows;

15 minutes – setting the context of the work and presenting the student data

10 minutes – introducing the discussion topics and consulting participants for their own experiences / good practice;

15 minutes – group discussion. Depending on the number of participants, this will be either a whole group discussion or participants will be asked to split into smaller discussion groups;

5 minutes plenary feedback and round up.

References

Gosling, D. (2010). Professional development for new staff - how mandatory is your post graduate certificate? *Educational Developments*, 11(1),1-4.

Parsons, D., Hill, I., Holland, J. & Willis, D. (2012). *Impact of teaching development programmes in higher education*. York: Higher Education Academy.

Spowart, L., Turner, R., Shenton, D. & Kneale, P. (In press). 'But I've been teaching for 20 years...': encouraging teaching accreditation for experienced staff working in higher education. *International Journal for Academic Development*.