

Title: Redesigning staff development programmes to address future challenges of HE

Presenter: *Julia Horn, Alex Standen, Jayne Pearson*
Oxford, UCL, KCL

Session Learning Outcomes

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

- Outline programme development approaches taken by the three institutions
- Compare rationales for three programmes
- Recognise the challenges and opportunities within these redesign processes
- Locate potential opportunities for design considerations within their own contexts
- Discuss the programmatic content and practices that support participants on these courses
- Critically reflect on aspects of staff development including engagement, participation, and diverse needs

Session Outline

Three case studies will be presented – from UCL, KCL and Oxford. Each institutional representative will outline how we addressed the needs of our institution and participants; including the processes, challenges and opportunities involved in the quality assurance approval processes. We will also discuss our rationale and delivery methods for our new programmes to solicit feedback from the audience.

At UCL, our staff development programme for probationary Lecturers and Teaching Fellows aims to welcome participants into a community of colleagues, by exploring relationships between education and research. We emphasise this connection through reflections on student learning and our 'students as partners' initiative where the institution hopes to build inclusive learning and research communities. The course is attended by 150 staff members annually however, it is under review it is keeping up with both institutional priorities and wider HE sector challenges.

At KCL, our staff development programme for newly-appointed teaching staff recently replaced a traditional PGCAP programme. The foundation for the new programme rests on recent work in academic development (Chick, N. et.al., 2017) and the responsibilities that encompass what it means to be an educator at KCL. While the core focus is on student-centred teaching and learning, other responsibilities such as personal tutoring, mentorship, and increasing educational leadership opportunities necessitate additional conversations essential to being an educator.

At Oxford, we have recently merged two teaching development programmes to create a new University-accredited PGCertHE. This is an unusual voluntary programme in that it is aimed at newly-appointed **and** established staff who want to reflect upon their teaching and improve their understanding of student learning and course design. We believe the diversity of participants representing a wide range of teaching career-stages and educational backgrounds will be a particular strength of the programme; we do, however, recognise this also presents interesting challenges for the programme designers and these will be discussed in this session.

Session Activities and Approximate Timings

Each institution will have 10 minutes to present their story. Each story will have a focused theme for the audience to consider in terms of staff development thus prompting a discussion of how this theme surfaces in their own contexts. We will also seek input from the audience on certain aspects of our respective programmes and invite audience members to reflect on how our experiences might be applicable in their own contexts.

A facilitated discussion (15 minutes – small group leading to final plenary)) around the future challenges and opportunities presented by flagship institutional professional development programmes will grant audience members the opportunity to reflect critically on how staff development programmes provide institutions with an opportunity to support teaching staff to meet current and future likely challenges. Possible topics for discussion include encouraging staff to link research and teaching, methods for approaching disciplinary differences and meeting increasing student expectations.

References

Chick, N.L., et.al. 2017. Developing a learning culture: A framework for the growth of teaching expertise, viewed 15 May 2018, <http://connections.ucalgaryblogs.ca/files/2017/11/CC3_Teaching-Expertise-Framework-Fall-2017.pdf>