

# SEDA Autumn Conference 2024



**Session Title:** Micro-CPD: Evaluation of effectiveness and impact

**Session Type:** Lightning Talks (10 minutes)

**Main presenter(s):** Professor Debbie Willison, University of Strathclyde

**Co presenter(s):** Sean Morrissey, University of Strathclyde

Isobel Bowditch, University of Strathclyde

**Session Summary:** This session describes the introduction of a programme of micro-CPD at the University of Strathclyde which addresses the development needs of learning and teaching staff despite the time constraint challenges of their role. Tentative evaluation suggested the programme is potentially transformational. With the support of a SEDA small grant and using a mixed-method approach, we are currently evaluating its effectiveness and impact. Input from the audience regarding our approach will be welcomed.

**Session Outline:** CPD is a key enabler that supports staff in higher education to remain equipped to innovate and respond to changes within the educational landscape, ultimately enhancing student experiences. Fulfilling this commitment is a challenge for staff who often lack opportunities and time to engage in academic development.

Micro-CPD provides staff with weekly access to bite-sized learning opportunities that address a wide-range of development needs. The rationale is that although busy, everyone can find 3-5 minutes per week to learn something new about teaching. Following a staff consultation in 2020, the Academic Development team at Strathclyde decided to implement a weekly micro-CPD programme, which is now in its 4th year (Morrissey & Savage, 2021).

The programme team is now in receipt of a SEDA grant (2024-25) to evaluate the impact of Strathclyde's micro-CPD programme on colleagues' learning and teaching practice. The aim of the project is to gain an enhanced understanding of the impact of the programme by capturing detail on the following key issues:

- Metrics of the different categories of CPD offered and the engagement of staff with these categories;
- Identification of the skills which have been enhanced and what changes in practice have been introduced;
- Evaluation of the impact on the student experience.

This with a view to further enhancing the programme and creating a toolkit resource for academic developers to develop their own programme of micro-CPD.

Although the project is still at an early stage, this presentation will provide an update of the project findings to date and will include a critical provocation for participants – can micro-CPD activate deep learning in educational development? And if so, what implications does this have for educational development practice in the UK and internationally?

**References:** Morrissey, S. & Savage, K. (2021). 'Reconceptualising Learning and Teaching staff development at Strathclyde: supplementing formal provision with informal spaces', *Journal of Learning Development in Higher Education*, vol.22.