

Title: **Strategies for enhancing learning and teaching focussed continuing professional development**

Presenter: **Rachael-Anne Knight, Thomas Hanley**
City, University of London

Session Learning Outcomes

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

- Describe some of the barriers and drivers towards learning and teaching related Continuing Professional Development
- Compare CPD in their institution with activities described in the literature and in this project
- Identify actions they will undertake to enhance learning and teaching related CPD at your institution.

Session Outline

Continuing professional development (CPD) is a core activity for teaching focussed staff in Higher Education, and is a dimension of the United Kingdom Professional Standards Framework (UKPSF, Higher Education Academy, 2011). However, in common with other sectors, engagement can be low (Smyth et al, 2011). This session reports on an ongoing project that aims to increase the uptake of learning and teaching focussed CPD in the School of Health Sciences at City, University of London, and allows participants to explore similar approaches and strategies for their own contexts.

The session will begin with an introduction and background to issues around learning and teaching focussed CPD (Guskey, 2002, Blackmore and Blackwell, 2003, Cannell and Gilmour, 2013), and participants will explore barriers and drivers towards CPD from their own context. We will then discuss the activities undertaken in this project, including drawing together activities from disparate sources, ensuring pedagogical content, mapping to the UKPSF, review of timings and locations, and communication strategies. Participants will identify the steps they have already taken, and could take in future, to streamline and enhance their CPD provision. Finally, we will explore future plans in our project, including differentiation for levels of HEA fellowship, and methods of recording and rewarding CPD, with an opportunity for participants to draw on their own institutional context, and develop an action plan for their future CPD strategy.

The session fits well with two of the conference themes: Institutional and departmental initiatives to achieve teaching excellence and Factors underpinning and influencing

excellence. It is hoped that participants will be able to use the session to think about how we support and foster teaching excellence, in its broadest sense, within our institutions, via CPD.

Session Activities and Approximate Timings

The outline of the workshop is as follows;

0-7 minutes	Introductions
7-20 minutes	Background and literature
20-30 minutes	Participants consider barriers and drivers for CPD in their institutions
30-38 minutes	Presentation of the project's approach and strategy
38-53 minutes	Participants work in small groups to evaluate their own CPD provision
53-60 minutes	Presenters summarise the discussions and add additional considerations
60-70 minutes	Participants write goals and action plans for leading CPD strategy in their Institutions
70-80 minutes	Presenters summarise the discussion, draw links between themes
80-85 minutes	Further questions from the floor
85-90 minutes	Summing-up, thanks and close

References

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- Cannell, P. & Gilmour, A. (2013). Staff: enhancing teaching final project report. The Quality Assurance Agency for Higher Education. <http://www.open.ac.uk/scotland/sites/www.open.ac.uk.scotland/files/files/ecms/web-content/Staff-enhancing-teaching.pdf>
- Guskey (2002). Does It Make a Difference? Evaluating Professional Development <http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference%C2%A2-Evaluating-Professional-Development.aspx>. ASCD.
- Higher Education Academy (2011). The UK Professional Standards Framework for teaching and supporting learning in higher education. www.heacademy.ac.uk/ukpsf
- Smyth, K., Whitton, N., & Fotheringham, J. (2011). *Engaging hearts and minds, best practice guide: engaging with academics in the use of Technology Enhanced Learning*. UCISA.
- Walker, R., Voce, J., Swift, E., Ahmed, J., Jenkins, M., & Vincent, P. (2016) 2016 Survey of Technology Enhanced Learning for higher education in the UK. UCISA.