

**Title:**                   **The development of personnel and professional teaching in Higher Education - a frontline view of growth, institutional change and opportunity for CPD in outcome-based learning.**

**Presenter:**       **John Temperton**  
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### **Session Learning Outcomes**

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

- identify qualities and transferable skills necessary for continuing professional development
- identify different styles and modes of CPD practice and future opportunity for CPD and training
- identify and debate how to learn from each other and support colleagues in the enquiry of their own practice
- reflect upon knowledge and belief of own practice and the practice of others (staff and students) in order to strengthen and embed CPD

### **Session Outline**

Subjects in Higher Education, particularly those which embed outcome-based learning, share specific pedagogies and cognitive attributes which can appear difficult to measure in established general assessment models, defined by terms such as creativity, imagination and originality or a broader experiential and holistic view towards understanding. (Biggs, 1996) Early career academics teaching these subjects within undergraduate programmes require an intimate knowledge of subject theory, of skills and craft making in creative commercial and community based contexts, a desirable ability in the subject and an intimate understanding of their own learning and teaching theory in practice. How might teachers in these subjects find a balance between common expectations of 'teaching excellence', academic advancement and REF and opportunities for building strong communities of CPD? (Weston, Clay, 2018) This workshop activity aims to share an immediate and personal account of the issues above, 'from an educational front line,' at a time of significant growth and change in philosophy, encouraging relevant observations from this account against familiar models and theories in CPD practice via a series of short workshop activities. Subjects covered will include:

- challenges facing CPD practice and opportunity for advancing promotion and lateral movement

- building a supportive network of CPD and shared best practice
- embedding collaboration and critical discourse between students, students and teachers and teachers and colleagues across subjects and schools

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

The session will be comprised of several short workshop activities lasting no more than 15 mins. Each workshop will consider the subjects above in turn and invite attendees to debate and share challenges in relation to these issues in respect of their own professional development.

Workshop one (15 mins) - delegates will pair and share experiences of early career challenges in respect of continued professional development and identify how these challenges were overcome

Workshop two (15 mins) - in teams (4-5) delegates will discuss models of continued professional development common to their institution and share both positive and negative attributes

Workshop three (15 mins) - delegates will identify how to strengthen and embed effective continued professional development

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