Title: **Exploring professional tensions: from "the lady in the office" to the professional who supports 21st century student learning. How a SEDA PDF programme enhanced the student experience**

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Abstract:

Session Learning Outcomes

By the end of the session participants will be able to:

- Explore the ways in university administrators can better support 21st century student learning and the wider student experience
- Recognise and plan to ameliorate professional tensions between administrative and academic staff and enhance student learning using SEDA PDF
- Consider notions of professionalization in relation to those who support academic programmes

Session Outline

Key issues to be addressed focus on issues of identity and notions of professionalism in relation to supporting the holistic student experience. We examine the extent to which departmental administrators should be prepared to contribute more fully and more knowledgably to the 21st century student learning experience and the implications of this for CPD. The session draws upon outcomes from a 2010 JISC funded SEDA project which had at its centre a CPD programme for departmental administrators on enhancing the student experience. We will explore with delegates:

- Notions of professionalization and identity for those who support academic programmes
- Building capacity for more effective use of IT to enhance student learning and academic practice
- Using SEDA PDF Certificate in Professional Practice
- Notions of the 'wider student experience' in 21st century learning

Session Activities and Approximate Timings

10 mins – Activity to identify those who support academic programmes in relation to participants

20 mins -Discussion of professional tensions and notions of professionalization and identity in terms of the 21st century student experience
20 mins – 'The wider student experience' - Case study presentation and Q and A
20 mins – Design your own Certificate in Professional Practice as a change management vehicle
10 mins – Share outcomes
10 mins – Conclusions and action planning

References
Whitchurch, C. (2006) *Who do they think they are? The changing identities of professional administrators and managers in UK higher education.* Journal of Higher Education Policy and Management, Volume 28, Number 2, July 2006 , pp. 159-171(13)

Whitchurch, C. (2006) *Professional Managers in UK Higher Education: Preparing for Complex Futures.* London: Leadership Foundation for Higher Education