

Title: Fitting the Frame and Appraising the Picture

Abstract: Continuing Professional Development (CPD) of Higher Education (HE) tutors has been seen as one of many key elements towards recognising and enhancing teacher quality and the subsequent impact of education. These include welcome opportunities for HE tutors to maintain and update their knowledge and skills to be able to teach students competently and efficiently. The effectiveness of certain models of CPD is being increasingly recognised as subject discipline oriented combined with a strong focus on research as opposed to teaching. While such models can lead to increased subject knowledge there is the potential for a general failure in producing meaningful and sustained changes in teaching and learning.

However, the use of a United Kingdom Professional Standards Framework (UKPSF) Accreditation Scheme to award Fellowship of the HEA at one institution of HE has enabled a shift in focus to a teaching and learning oriented approach. The aim of this presentation is to explore the effect of this CPD scheme with an outcomes-focused approach to delivery of CPD through the reflective accounts and case studies of applicants with regard to teaching, learning and assessment. It also aims to promote CPD experiences for HE tutors to enhance teaching practice and thus enhance student experience and achievement.

With increased expectations for highly qualified HE tutors through the government Green Paper on Teaching Excellent Framework (TEF), HEIs need to provide the necessary support for HE tutors through a range of CPD experiences to enable them to teach to the high standards articulated within the TEF. It can be concluded that, at least for the applicants engaged in this scheme, the model has resulted in positive changes that have gone beyond mere knowledge accumulation to a positive change in practitioner behaviour and, in some cases, attitude.

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