

Credit-bearing Professional Development in HE Learning & Teaching

Anecdotal evidence suggests that opportunities for credit-bearing study focused on learning and teaching in higher education are on the increase. Existing programmes go beyond the established PGCerts for new academics and include, for instance, study for Master's, EdD and Professional Doctorate awards. Some universities are integrating credit-bearing modules and programmes into wider CPD frameworks which are currently being developed in response to the accreditation process set up by the Higher Education Academy (HEA) in accordance with the UK Professional Standards Framework.

The purpose of this colloquium is to explore the role of credit-bearing provision within the wider field of continuing professional development and gain insight into cutting edge developments within the HE sector. It will bring colleagues from a variety of roles and institutional backgrounds together in order to network, share and critically examine current practice.

Programme

Keynote by Dr Liz Beaty, University of Cumbria: Professional development in higher education: mapping the territory

Papers exploring policy issues, empirical research and conceptual perspectives on credit-bearing CPD:

- Helen Thomas, Higher Education Academy (HEA): 'Exploring the boundaries and tensions in relation to credit-bearing CPD: an Academy perspective'
- Andrew Rothwell, Coventry University, and colleagues from the REACH (Researching and Evaluating Academic CPD in Higher Education) Network: 'Evidencing CPD: planning for an uncertain future'
- Digby Warren, London Metropolitan University: 'Bridging among diverse worlds: building pedagogic research capacity through a methodology course within a professional development programme for teachers in higher education'
- Liz McDowell, Nicola Reimann and participants of the Academic Practice Programme, Northumbria University: 'From Drop-in to Doctorate: flexibility as a principle for credit-bearing CPD'
- Liz Shrives, Staff and Educational Development Association (SEDA): 'Credit-bearing CPD within the SEDA Professional Development Framework'
- Sandy Cope, University of Derby, and colleagues from the REACH Network: 'Formalising the informal - implementing a credit-bearing framework under a flexible learning scheme'
- Helen Gale, Wolverhampton University: 'Embedding a Professional Doctorate within an Institutional Learning and Teaching Strategy'

About Northumbria University

Northumbria University's Academic Practice Programme provides a suite of free-standing CPD modules and awards (PGCert/PGDip/MA/Prof Doc) whose core characteristic is its flexibility. The colloquium will be held at the CETL Assessment for Learning, within walking distance of Newcastle city centre.