

Some definitions for 'CPD'

1. DIUS

In relation to a teacher continuing professional development is any activity undertaken for the purposes of updating knowledge of the subject taught and developing teaching skills.

2. Institute of Professional Development (IPD)

CPD is a combination of approaches, ideas and techniques that will help you manage your own learning and growth. The focus of CPD is firmly based on results – the benefits that professional development can bring you in the real world. Perhaps the most important message is that one size doesn't fit all. Wherever you are in your career now and whatever you want to achieve, your CPD should be exactly that: yours

3. British Association of Counselling and Psychotherapy (BACP)

CPD is any activity that had had an impact on your professional practice since your last accreditation

4. Institute of Group Analysis (IGA)

CPD can be flexible and varied, allowing members to select and experience those activities considered important to their own personal and professional enhancement. Activities appropriate for CPD can be chosen from the wide range of opportunities available through such areas as work based learning professional activity, educational experiences, and self directed learning.

What is CPD for?

1. Retain status

e.g. (IFL) All teachers are required to demonstrate evidence of their CPD in order to maintain licensed status

e.g. (BACP) one criterion for the renewal of accreditation is to demonstrate engagement in CPD

2. Remain in good standing

e.g. CPD is fundamental in maintaining the good professional standing of all teachers, trainers, tutors

3. Demonstrate professional commitment

e.g. (Association of Coaching)

Every coach needs to invest in their ongoing continuing professional development to ensure the quality of their service and their level of skill is enhanced.

e.g. (IGA)

The IGA recognises that CPD contributes to the development of the member's practice as well as the importance of protecting the interests of the patients and public.

For each of the examples:

1. Consider how the UK PSF would enable each individual to identify their teaching and learning CPD needs
2. What kind of CPD might be appropriate for each of the individuals?
3. What are the implications for CPD provision in your HEI of what you have concluded from 1 & 2?

Examples

1. Duncan is a mid-career academic. He has a substantive teaching load and has been teaching for 17 years. He was recognised by the ILTHE in relatively early days and gained recognition, in spring 2007, as a Fellow of the Academy on the basis of his ILTHE membership. He has never taken a PG Cert. He has recently been asked to undertake curriculum development related to some new undergraduate programmes. He is working with a new member of staff who has joined the department as a part time lecturer and who has substantial industry experience in the relevant field.

2. Jan has recently joined the staff as a lecturer having completed her doctorate in another institution. During her PhD she had a small teaching load. She attended the introductory module of her old institution's PG Cert in teaching and learning and she also participated in her Subject Centre's residential for post graduates who teach. Her department recruited her for her particular specialism and the contribution she could make to their research agenda in this field.

3. Deborah teaches in a school of health sciences where she has a particular responsibility for supporting nursing students in practice. She has dual specialism of adult nursing and mental health nursing. The Nursing and Midwifery Council require her to maintain active status on the relevant parts of the register.

4. Francis, who has QTLS status gained through a PGCE, teaches in an FE college with a large HE student population. He has 8 years' teaching experience. He is now teaching a first year undergraduate module.