

The Continuous Professional Development (CPD) program

Introduction

The Continuous Professional Development (CPD) program is a faculty development program offered to all academic staff at the UOB with more than 3 years of experience in teaching. The CPD route offers you the option of achieving professional recognition by the Higher Education Academy (HEA) for your recent teaching activities and related research. This recognition is received by submitting a reflective academic practice portfolio (RAPP) that should capture your current work and recent development in relation to the UK Professional Standards Framework (UK PSF). Throughout the program, you will be supported through a mentorship program and a series of workshops designed to help you acquire the necessary knowledge and skills as well as enrich the learning experience of your students.

This route has two objectives. The first is to support you develop your teaching skills in relation to the UK PSF. The second is to guide you, when you feel that you ready, in applying for professional recognition for successful engagement with the UK PSF.

Program Intended Learning Outcomes (PILOs)

Upon completion of this program, you will be able to:

- 1) Demonstrate a theoretically informed approach to reflection and sustained engagement with the literature to inform the development of practice.
- 2) Critically evaluate practice in relation to all the dimensions of the UK PSF.
- 3) Engage with the concept of critically reflective practices and its values for continuous professional development.

Benefits of the program

The benefits of the CPD program are:

- 1) Providing you with the assistance required to identify and address issues pertaining to your teaching practice within the context of the UOB.
- 2) Fostering a reflective approach to your professional practice.
- 3) Encouraging your continuous professional development.
- 4) Developing cooperation and exploration of common issues related to teaching between you and fellow academics at the UOB.
- 5) Meeting the quality assurance requirements for the National Authority of Qualification and Quality Assurance in Education and Training (NAQQAET).
- 6) Allowing you to demonstrate your successful practice in relation to teaching and learning through recognition as a Fellow of the HEA.

Program delivery

This route is mostly an independent self-development route requiring reflection on already successful academic practices associated with teaching and learning. The UOB CPD offers a series of workshops every academic year aligned with the UK PSF. You may register for any workshop you are interested in and feel will be beneficial to your practice. Once you are ready to apply for the professional recognition, you are required to officially register for the CPD route at the beginning of the academic year. Once registered, this will entitle you to mentor support for one academic year while you prepare for your professional recognition. You will then need to attend four compulsory workshops at the beginning of the academic year and then any number of optional development workshops offered for the remainder of the year. You can then submit your RAPP for assessment at the end of the academic year or you may defer for one extra year should you feel that you require extra time to prepare your RAPP.

Workshops in the program

The Faculty Development Committee (FDC) organizes a series of workshops throughout the academic year for all staff at the UOB. These workshops are advertised on the UOB website and detailed in the route blackboard account. Once registered in the CPD program you will be given a schedule of these workshops. These workshops are identified in relation to the UKPSF to allow you to select workshops that align to the dimensions in which you wish to further develop your practice. The following are the four workshops that you must attend during the first semester if you intend to submit your application for recognition at the end of the academic year:

- 1) Introduction to the UK PSF:
- 2) Reflective practice and reflective writing:
- 3) Peer Observation of Teaching (POT)
- 4) Reflective Academic Practice Portfolio (RAPP)

The remaining extra workshops will be organized throughout the academic year for all staff at the UOB. The topic will cover a range of areas, knowledge and values aligned with the UK PSF. These workshops are optional, so you can choose which workshops to attend according to your personal needs. You will also have access to material from previous workshops on blackboard.

In addition, the UOB runs a taught faculty development program (PCAP), for faculty with less than 3 years' experience in teaching. This program has 7 intensive days of teaching per semester. You have the option of attending the PCAP intensive days and you will be informed of the dates and times of these workshops. Your mentor will help you to decide which workshops might be useful for your development.

Assessments

Once registered in the CPD route, you need to submit your RAPP by the end of May of each academic year (exact date will be provided). If you fail to meet the deadline or feel that you require more time to prepare you RAPP, you may apply the following academic year.

If the submitted RAPP does not satisfy the criteria, you will either be requested to resubmit in two months for minor amendments or to apply again the following academic year for major amendments. The mentor will provide you with formative feedback on one section of your RAPP a week before the mid-semester break.

Rewards for program graduates

Participants who have satisfied the requirements of the CPD program assessment (submitted a successful RAPP) will be entitled to professional recognition from the HEA for Descriptors 1 (Associate Fellowship) and Descriptor 2 (Fellowship). The below table shows the main characteristics of both descriptors.

| Descriptor | Main Characteristic: Applicant is able to provide evidence of |
|-------------------------|---|
| 1. Associate Fellowship | effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities covering at least two areas of activity and appropriate core knowledge and professional values. |
| 2. Fellowship | broadly based effectiveness in more substantive teaching and supporting learning role(s) covering all of the areas of activity, core knowledge and professional values |