

GCU CPD (Learning and Teaching) Policy and Framework (2008) Executive Summary

CPD (Learning and Teaching) Policy

Continuing professional development in learning and teaching at GCU aims to improve the quality of the students' learning experience by encouraging staff with a teaching or student-engaged role to develop innovation in learning and teaching throughout their careers. A range of professional development activities and action-based educational research at both School and Institutional levels, will focus on developing capability for leading and engaging with innovation in learning and teaching across all levels of the teaching community. CPD in learning and teaching is facilitated through the Performance Development Scheme. CPD (Learning and Teaching) is supported collaboratively by Schools/Support departments, and the Caledonian Academy (CA).

Aims of the CPD policy:

- To highlight opportunities for continuing professional development in learning and teaching for all teaching/student-engaged staff irrespective of role, department or school.
- To encourage quality continuing professional development in learning and teaching for all teaching/student-engaged staff, which meets the needs of the individual and the institution.
- To raise the profile and status of learning and teaching across GCU by encouraging scholarly activity through a distributive leadership approach.

CPD (Learning and Teaching) Framework

The CPD Framework provides a range of non-accredited, and accredited activities across 3 levels in line with the current UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (2007)¹:

Level 1 – staff with no or very little experience of teaching or providing learning support

Level 2 – staff with some experience of teaching or providing learning support

Level 3 – staff with significant experience of teaching or providing learning support.

The CPD Framework has been designed as a flexible development tool which can be effectively used during induction, mentoring, PAR and associated CPD processes.

CPD Opportunities

The range of CPD opportunities in learning and teaching includes:

Induction, Mentoring, Peer Support, Initial Teaching Programme, Academy Horizons Reading Group, Communities of Practice, PgC Learning and Teaching in Higher Education, School/CA collaborative learning and teaching projects, forums, Learning Technology events, Masters/Doctorate programmes in Learning and Teaching, Caledonian Scholars and Associates scheme.

Career Development through Teaching and Learning

Engaging in CPD in learning and teaching offers opportunities for advancement through GCU's academic advancement and promotion procedures.

¹ Full details of the Framework are available at <http://www.heacademy.ac.uk/ourwork/policy/framework>

GCU CPD (Learning and Teaching) Policy

1 CPD in Learning and Teaching Defined

- 1.1 Continuing professional development in learning and teaching at GCU aims to improve the quality of the students' learning experience by encouraging staff with a teaching or student-engaged role to engage with innovation in learning and teaching throughout their careers. A range of professional development activities and action-based educational research at both School and Institutional levels will focus on developing capability for engaging and leading innovation in learning and teaching across all levels of the teaching community. This distributive leadership model² will encourage the development of learning communities around a variety of scholarly activities such as mentoring, facilitation, peer networks, technology enhanced learning, action learning, work based learning, action research, publication and dissemination. Such a framework will additionally support a cascading model of CPD³ and reflect the university's strategic aim for learning and teaching, including the development of reflective teachers. This flexible approach will provide staff with a range of tailored professional development opportunities at all stages of their teaching careers and will raise the profile of teaching and learning at university, national and international levels through the co-ordination afforded by the Caledonian Academy (CA).
- 1.2 CPD in learning and teaching is facilitated through the Performance Development Scheme and the full range of opportunities is outlined in Appendix 1.

2. Equality and Diversity

- 2.1 The University is committed to the principles of promoting equality of opportunity, and recognising the benefits of diversity as described in the Equality and Diversity policy (<http://www.gcal.ac.uk/hr/policies/general.html>).

3 CPD (Learning and Teaching) within GCU

- 3.1 CPD (Learning and Teaching) is supported collaboratively by Schools/Support departments, and the Caledonian Academy (CA). The Academy (<http://www.academy.gcal.ac.uk/>) is a centre for educational scholarship, research and practice which aims to raise the profile of learning and teaching in GCU through supporting staff to engage in scholarly activity throughout their careers. The Academy is located on level 1 of the William Harley building.

² Traditional leadership theories are based on exclusive, hierarchical models of organisations which can limit the overall capability of the organisation through a failure to recognise leadership potential and to engage in efforts to actively build "leadership capacity" (West-Burnham 2004). Distributive leadership theory recognises the power of shared, collective leadership and offers opportunities for staff to engage in leadership at all levels of an organisation – a handing over of control through a model of extension, enhancement and empowerment.

³ Nimmo A & Trinder K, 2007, Extending Learning, Empowering Learners Casestudy, TESEP

- 3.2 Generic staff development for all staff, including information and communication technology (ICT) training is supported by the Organisational Development department. A full list of the Organisational Development (OD) courses is listed in the Training and Development Source Book and on the online calendar (<http://www.gcal.ac.uk/odonline>). OD are also based in level 1 of the William Harley building.
- 3.3 Learner Support, located in the Saltire Centre, provide specific CPD linked to, for example, information literacy, disability and employability.
- 3.4 **Aims of the CPD policy:**
- To highlight opportunities for continuing professional development in learning and teaching for all teaching/student-engaged staff irrespective of role, department or school.
 - To encourage quality continuing professional development in learning and teaching for all teaching/student-engaged staff, which meets the needs of the individual and the institution.
 - To raise the profile and status of learning and teaching across GCU by encouraging scholarly activity through a distributive leadership approach.
- 3.5 **For the institution the policy aims to:**
- Create an innovative and forward-looking learning and teaching environment based on scholarly activity and action-based research
 - Facilitate continuing professional development that supports and enhances the student learning experience and reflects the priorities and objectives of the current University Learning, Teaching and Assessment Strategy (LTAS).
 - Provide a means of receiving constructive feedback on learning and teaching within the context of the University
 - Enhance cross School networking through CPD opportunities and initiatives
 - Enable the University to respond to educational initiatives and developments according to University strategic plans, priorities, and strategies, and those or relevant external bodies such as the Quality Assurance Agency (QAA), the Scottish Funding Council (SFC) and the Higher Education Academy (HEA).
- 3.6 **For Schools, Support departments and the Caledonian Academy the policy aims to:**
- Facilitate continuing professional development that supports and enhances the student learning experience and reflects the priorities and objectives of the current University and School Learning, Teaching and Assessment Strategy (LTAS) and Divisional Plans.
 - Facilitate collaboration within and across Schools/support departments to enable vibrant learning and teaching communities of practice to develop around key priority issues within GUC, national and international contexts
 - Develop a vibrant community of staff engaged in scholarly learning and teaching activity in collaboration with their Schools, support departments and the Caledonian Academy to enhance the student experience at GCU.

- Provide a framework of CPD opportunities for learning and teaching for both new and experienced staff with a teaching or student engaged role
- Offer CPD linked to institutional/school priorities for learning and teaching
- Offer support for the development of scholarship in learning and teaching at all levels of the institution

3.7 **For individual members of staff the policy aims to:**

- Encourage continuous engagement in innovative learning and teaching to enhance career progression
- Introduce staff to the philosophy and methodologies of student learning and to enable them to identify and use their skills and experience to enhance the quality of student learning.
- Enable staff to participate in, and contribute to communities of practice focussed on key priorities in learning and teaching.
- Facilitate communication and the development of a shared community with the Caledonian Academy.
- Enable staff to be effective in the learning and teaching aspects of their role.
- Offer opportunities to build up academic credits through participation in identified accredited CPD opportunities

4 **Responsibility for CPD in Learning and Teaching:**

4.1 Individual members of staff are encouraged to reflect on their professional development needs and interests in relation to learning and teaching in their own context, and to liaise with appropriate people in their School/Support Department to identify development opportunities. This process is formalised through the Performance Development Scheme. Appendix 1 identifies who is responsible for each CPD activity. In terms of the main units responsible for CPD initial contacts are:

Schools: Head of Division, Head of Learning, Teaching and Quality and/or Departmental Learning and Development Co-ordinator

Support Departments: Director and/or Departmental Learning and Development Co-ordinator

Caledonian Academy: Alison Nimmo, Senior Lecturer, Professional Development

Organisational Development: Melanie Armstrong, Learning and Development Co-ordinator

4.2 **Professional Body requirements:** It is the responsibility of each employee to ascertain any professional body requirements for CPD. Any CPD related to your professional body should be discussed with your Departmental Learning and Development Co-ordinator and/or through the Performance Development Scheme.

5 **Record keeping of your CPD:**

5.1 CPD is recorded through the university's Performance Development Scheme.

6 **Scope of CPD:**

6.1 The CPD framework provides a range of non-accredited activities, and accredited activities leading from the Post Experience Certificate in Learning and Teaching, through to a Doctorate programme in Learning and Teaching. Activities may be organised by the Caledonian Academy, the Schools, or by the Caledonian Academy working in collaboration with Schools and Support departments. The full range of activities is listed in Appendix 1: CPD Framework (Learning and Teaching).

6.2 The CPD Framework has been designed as a flexible development tool which can be effectively used during induction, mentoring, PAR and associated CPD processes. It is anticipated that staff will progress through the different levels of the Framework as their career develops although it is not expected that all staff will necessarily progress through all levels as this will to some extent be defined by their role. Appendix 2: CPD (Learning and Teaching) Diagnostic Tool provides guidance for those responsible for induction and/or career development review.

7 **Levels of the CPD Framework:**

7.1 The university's CPD Framework reflects the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (2007)⁴.

7.2 **Level 1** – staff with no or very little experience of teaching or providing learner support, including Graduate Teaching Assistants (GTA), PhD students with small teaching roles, new part time lecturers with less than 12 hours teaching per week, incoming professionals from different subject specialisms, associate lecturers, Learning Support staff with a student support role, librarians, technicians with similar role etc.

7.3 **Level 2** – staff with some experience of teaching or providing learner support, including those entering full time lecturing roles, part time lecturers with more than 12 hours teaching per week (min 2 years contract), those entering senior lecturer roles with no current certificated or experiential learning equivalent to level 2 framework requirements, Learning Support staff with a significant role in providing student support.

7.4 **Level 3** – staff with significant experience of teaching or learning support, including staff seeking promotion to Senior Lecturer level (teaching and scholarship route), Senior Lecturers, Heads of Division, Deans, Directors, senior managers with a teaching role, staff wishing to specialise in learning and teaching as a preferred career route and/or lead innovative approaches to learning and teaching within the university and/or inter/national contexts.

⁴ Full details of the Framework are available at <http://www.heacademy.ac.uk/ourwork/policy/framework>

8 **CPD Internal Opportunities:**

- 8.1 A brief description is provided below of a specific range of internal CPD opportunities in learning and teaching. In addition there will be discipline based CPD opportunities organised within Schools, generic staff development offered through Organisational Development and opportunities offered by Learner Support in areas such as information literacy skills.
- 8.2 **Induction** – all new members of teaching staff and those with a student engaged role receives a School or Department based induction. In addition, induction to the institution is offered by the university's Organisational Development Department.
- 8.3 **Mentoring** – as part of the induction process, every new member of teaching staff is allocated an experienced colleague within 4 weeks of commencing employment who will offer support, advice and guidance relating to the responsibilities of the post.
- 8.4 **Peer Support** – teaching staff progress from mentoring to support via peer support on successful completion of their probationary period and achievement of the mandatory Level 2 requirements. Peer support is organised within the School.
- 8.5 **Post Experience Certificate in Learning and Teaching** – staff at Level 1 of the CPD Framework will participate, where appropriate to their role, in an accredited Post Experience Certificate in Learning and Teaching with the support of the Caledonian Academy in collaboration with Schools. The certificate comprises a work based learning module on supporting student learning and should normally be completed within the first semester of commencing employment with the university. The certificate offers opportunities to develop reflective practice and action learning activities. The certificate runs once per year, normally commencing at the beginning of Semester B. The certificate will offer eligibility for Associate Fellow of the Higher Education Academy (subject to approval September 2008).
- 8.6 **Academy Horizons Reading Group** - the Academy Horizons Reading Group offers opportunities to discuss and debate contemporary issues in learning research and practice. The group meets once a month to discuss a wide variety of topics: work-related learning, formal and informal learning, e-learning, cross-cultural aspects of learning, assessment, reuse and sharing of teaching and learning resources, social networking, diffusion of innovations, knowledge management, flexible and lifelong learning, and many more. These meetings take place every last Thursday of each month and details of forthcoming meetings are detailed on the Caledonian Academy website. All members of staff are welcome to participate (although advance registration is recommended) or to lead one of the monthly meetings of the group.
- 8.7 **Community of Practice** – the Caledonian Academy organises a number of Communities of Practice (CoPs) on issues related to the University's Learning, Teaching and Assessment Strategy (LTAS) and/or QAA Enhancement Themes. These offer opportunities for engagement by staff from across the University who share an interest in a specific theme or issue related to teaching and learning and who wish to explore development opportunities, share ideas and practice and explore opportunities for innovation and collaboration. Communities focussed on identified priorities for learning and teaching are supported in their early emergence by the

Caledonian Academy. Staff can engage as participants, or alternatively act as facilitators of CoPs working in collaboration with the Caledonian Academy.

- 8.8 **Postgraduate Certificate in Learning and Teaching in Higher Education** – all new teaching staff are required to demonstrate eligibility for Fellowship of the Higher Education Academy (HEA) within 2 years of commencing employment as part of their terms of employment. This accredited, work based learning programme is offered by the Caledonian Academy, working in collaboration with Schools, to allow members of staff who do not meet this requirement on employment or who are unable to demonstrate equivalence to achieve this status. Due to the work based nature of the programme, this requirement is not applicable to staff appointed primarily to undertake research activities and who undertake minimal teaching duties. Full details of the programme are provided on the Caledonian Academy website (<http://www.academy.gcal.ac.uk/professional/index.html>), and all enquiries should be made to the Programme Director, Alison Nimmo (a.nimmo@gcal.ac.uk).
- 8.9 Opportunities exist for experienced teaching staff to take on mentoring and supervising roles for junior colleagues engaged on this programme. Expressions of interest should be made to the Programme Director.
- 8.10 **School/CA collaborative learning and teaching projects** – the Schools in collaboration with the Caledonian Academy identify opportunities for development, research, scholarship and funding to support projects and initiatives which promote the scholarship of learning and teaching and enable the University to offer cutting edge, innovative teaching and learning opportunities for its students. Opportunities exist to participate or lead the development of these collaborative initiatives.
- 8.11 Opportunities also exist for those participating or leading such collaborative initiatives and projects to use this experience as part a Masters/Doctorate programmes in Learning and Teaching. Further information on opportunities for collaboration is available on the Caledonian Academy website.
- 8.12 **Masters programme in Learning and Teaching** – opportunities for staff to engage in work based, action research projects to meet identified School/Dept and personal development priorities are available through this accredited programme co-ordinated by the Caledonian Academy (subject to approval September 2008). Projects are individually designed allowing maximum flexibility in design and delivery. In addition the Caledonian Academy is currently developing opportunities for PhD programmes.
- 8.13 **Caledonian Scholars and Associates** - each year a number of Caledonian Scholars are supported to lead significant, action based projects to address the priorities of the current Learning, Teaching and Assessment Strategy within their respective School or Department. In addition a range of Caledonian Associates are supported to undertake small scale, practice focussed projects to address identified issues or challenges facing them in relation to their learning, teaching or assessment practice. Full details are provided in the Caledonian Scholars and Associates Scheme document.

- 8.14 **The Glasgow Caledonian Community** - adopting the distributive leadership model all staff are encouraged to share their expertise and practice in supporting student learning, teaching and assessment both within and across Divisions, Schools and Departments and in liaison with staff based in Learner Support and the Caledonian Academy.

9 **CPD External Opportunities:**

- 9.1 A number of external agencies offer excellent sources of CPD support for learning and teaching. Staff are actively encouraged to explore these to support their own CPD including:

Higher Education Academy subject support centres – for example to access discipline specific CPD resources <http://www.heacademy.ac.uk/>

Quality Assurance Agency (QAA) – for example to update on Enhancement Themes <http://www.enhancementthemes.ac.uk/default.asp>

ALT (Association for Learning Technology) – for example to keep up to date with new approaches using emerging technologies, or to become a certified member of ALT (CMALT) <http://www.alt.ac.uk/>

10 **Career Development through Teaching and Learning**

- 10.1 Engaging in CPD in learning and teaching offers opportunities for advancement within GCU. The academic advancement and promotion procedures guidance document (<http://www.caledonian.ac.uk/hr/policies/advancement.html>) gives specific guidance to staff on how to apply for all academic advancement and promotion opportunities and details the decision making process within the University.

Appendix 1: GCU CPD Framework (Teaching and Learning)

CPD can additionally be provided by external staff development agencies for example the HEA subject specialist centres, professional bodies and can include activities such as conference attendance, writing papers, engaging in external peer networks etc. CPD is also recognised by way of conference attendance, writing of academic papers, participating in external peer networks etc – this CPD activity is co-ordinated internally within Schools/Support Departments. CPD can be used as evidence for promotion.

Level	Experience	CPD Opportunities	Responsibility	Mandatory/ Optional/ Recommended	Accredited activity	Contributes to Caledonian Scholar criteria	Associate criteria
1	Staff with no or little experience of teaching or providing learner support	School based Induction	Schools/ Learning Services	M	No	No	No
		Post Experience Certificate in Learning and Teaching	Caledonian Academy	M	Yes	No	No
		Academy Horizons Reading Group	Caledonian Academy	O	P*	No	No
		Community of Practice	Caledonian Academy	O	P*	No	No
		Generic staff development	Organisational Development	R	P*	No	No
		School based CPD (participation in line with School policy)	Schools	R	P*	No	No
		Delivering the Vision workshop	Organisational Development	R	P*	No	No
		One-to-one support on HE information environment	Learner Support	R	P*	No	No
		Information Literacy support/workshops	Learner Support	O	P*	No	No

2	Staff with some experience of teaching or providing learner support	Pg Certificate in Learning and Teaching (PgC LTHE)	Caledonian Academy	M	Yes	No	No
		Academy Horizons Reading Group	Caledonian Academy	R	P*	No	No
		Caledonian Associate	Caledonian Academy/ Schools	R	O**	Yes	Yes
		School/CA collaborative initiative/project	Caledonian Academy/ Schools	O	O**	Yes	No
		Caledonian Scholar	Caledonian Academy/ Schools	O	O**	Yes	Yes
		Community of Practice participant	Caledonian Academy	R	P*	No	No
		Generic staff development	Organisational Development	R	P*	No	No
		Delivering the Vision workshop	Organisational Development	R	P*	No	No
		School based CPD (participation in line with School policy)	Schools	R	P*	No	No
		One-to-one support on HE information environment, employability, disability etc.	Learner Support	R	P*	No	No
		Information Literacy support/workshops	Learner Support	O	P*	No	No

3	Staff with significant experience of teaching or providing learner support	Masters/Doctorate in Learning and Teaching	Caledonian Academy	R	Yes	Yes	No
		Academy Horizons Reading Group	Caledonian Academy	R	P*	No	No
		Community of Practice participant	Caledonian Academy	R	P*	No	No
		Community of Practice facilitator	Caledonian Academy	O	P*	Yes	Yes
		Caledonian Associate	Caledonian Academy/ Schools	R	O**	Yes	Yes
		School/CA collaborative initiative/project	Caledonian Academy/ Schools	R	O**	Yes	Yes
		Caledonian Scholar	Caledonian Academy/ Schools	R	O**	Yes	Yes
		Mentoring of junior colleague	Caledonian Academy/ Schools	R	P*	Yes	Yes
		Supervision of Postgraduate student on learning and teaching programme	Caledonian Academy/ Schools	R	P*	Yes	Yes
		Delivering the Vision workshop	Organisational Development	R	P*	No	No
		Generic staff development	Organisational Development	O	P*	No	No

	School based CPD (participation in line with School policy)	Schools	M	P*	No	No
	One-to-one support on HE information environment, employability, disability, etc	Learner Support	O	P*	No	No
	Information Literacy support/workshops	Learner Support	O	P*	No	No

Key: M: Mandatory
O: Optional
R: Recommended
P: Potentially

* The University is currently (March 2008) in consultation with the Higher Education Academy to potentially accredit the CPD Framework activities against the UK Professional Standards Framework

** This CPD activity can be the focus of accredited activity on the PgC , the PgDip and/or Masters in Learning and Teaching programmes.

The main contacts for CPD enquiries are:

Schools/Support Depts:	Head of Division and/or Dept Learning and Development Co-ordinator
Organisational Development:	Melanie Armstrong, HR Dept Learning and Development Co-ordinator
Caledonian Academy:	Alison Nimmo, Senior Lecturer

Appendix 2: CPD (Learning and Teaching) Review

This guidance can be used as part of initial induction of new staff and as part of the university's PAR process. It outlines a range of support available for different types of staff needs and requirements, and identifies the responsibility for facilitating these. The university's CPD Policy provides detailed information on the range of CPD opportunities at GCU. Please note that in addition to GCU resources, staff needs are also addressed by a range of external agencies including the Higher Education Academy Subject Specialist Centres, professional bodies, etc.

Category	Staff Development Need	Response	Responsibility
Professional Development	Induction for new staff	General induction to GCU School induction	Organisational Development Schools
	CPD for new staff	School based CPD Initial Teaching Programme PgC LTHE	Schools Caledonian Academy Caledonian Academy
	CPD for experienced staff	School based CPD PgC Learning and Teaching in Higher Education Masters/Doctorate in Learning and Teaching Academy Horizons Reading Group Community of Practice	Schools Caledonian Academy Caledonian Academy Caledonian Academy Caledonian Academy
	Pedagogical e-learning support for all staff	Academy Horizons Reading Group Academy Futures development sessions e-Learning Strategy	Caledonian Academy Caledonian Academy Institutional document
	Technical e-learning support for all staff	IT Training workshop programme	Organisational Development
	Support for career progression	CPD opportunities in CPD Policy	Caledonian Academy
	Recognition by the Higher Education	Post Experience Certificate and/or	Caledonian Academy

	Academy (HEA)	Post Graduate Certificate in Learning and Teaching	
	ICT skills workshops and resources	IT Training programme	Organisational Development
	Support for Learning Communities	Communities of Practice Caledonian Associates Caledonian Scholars	Caledonian Academy Head of Learning, Teaching & Quality (or equivalent)/Caledonian Academy Head of Learning, Teaching & Quality/Caledonian Academy
Curriculum Development	Pedagogical support for new and re-validated programmes/modules	Collaborative projects Caledonian Scholar support School based support Academic Librarian Student study skills support	Schools/ Caledonian Academy Caledonian Academy Heads of Learning, Teaching & Quality(or equivalent)/ Learner Support Learner Support
	Technical support for new and re-validated programmes/modules	School based technicians ICT Services IT Training	Schools Learner Support Organisational Development
	Input to validation panels for new and re-validated programmes/modules	Scholarship activity by all teaching staff	Quality Office
	Input to ELISR events in Schools	Scholarship activity by all teaching staff	Quality Office
Research and Innovation Services	Supporting staff to write funding proposals	School based workshop/support Collaborative projects Research workshops Caledonian Associates & Scholars	Head of Learning, Teaching & Quality(or equivalent)/ Schools/ Caledonian Academy Graduate Centre Caledonian Academy
	Advising on appropriate funding bodies	Generic guidance School/discipline specific	Caledonian Academy Head of Learning, Teaching &

		guidance Research guidance Knowledge Transfer guidance	Quality(or equivalent)/ Research Office/Graduate Centre Research & Innovation Services
	Advising on appropriate educational journals	School academic liaison librarian Generic guidance Discipline specific guidance	Learner Support Caledonian Academy School mentor/peer reviewer, HoD, Head Learning, Teaching & Quality
	Helping staff to write journal papers	Collaborative projects RAE/Research led activity Generic guidance on journal writing	Caledonian Academy/Schools Graduate Centre Learning Resources/ELS
	Alerting Schools to forthcoming funding opportunities	Generic guidance Research opportunities Caledonian Associates & Scholars Discipline specific	Caledonian Academy Graduate Centre Caledonian Academy Head of Learning, Teaching & Quality(or equivalent)/ GCU/School Business Development Managers