

Professional Recognition and engagement in continuing professional development: Why bother and what is in it for me?

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13 June 2014



**"It appears to be some sort of staff
development presentation."**



The UK Professional Standards Framework for teaching and
supporting learning
in higher education



What do we do as academics and student support?



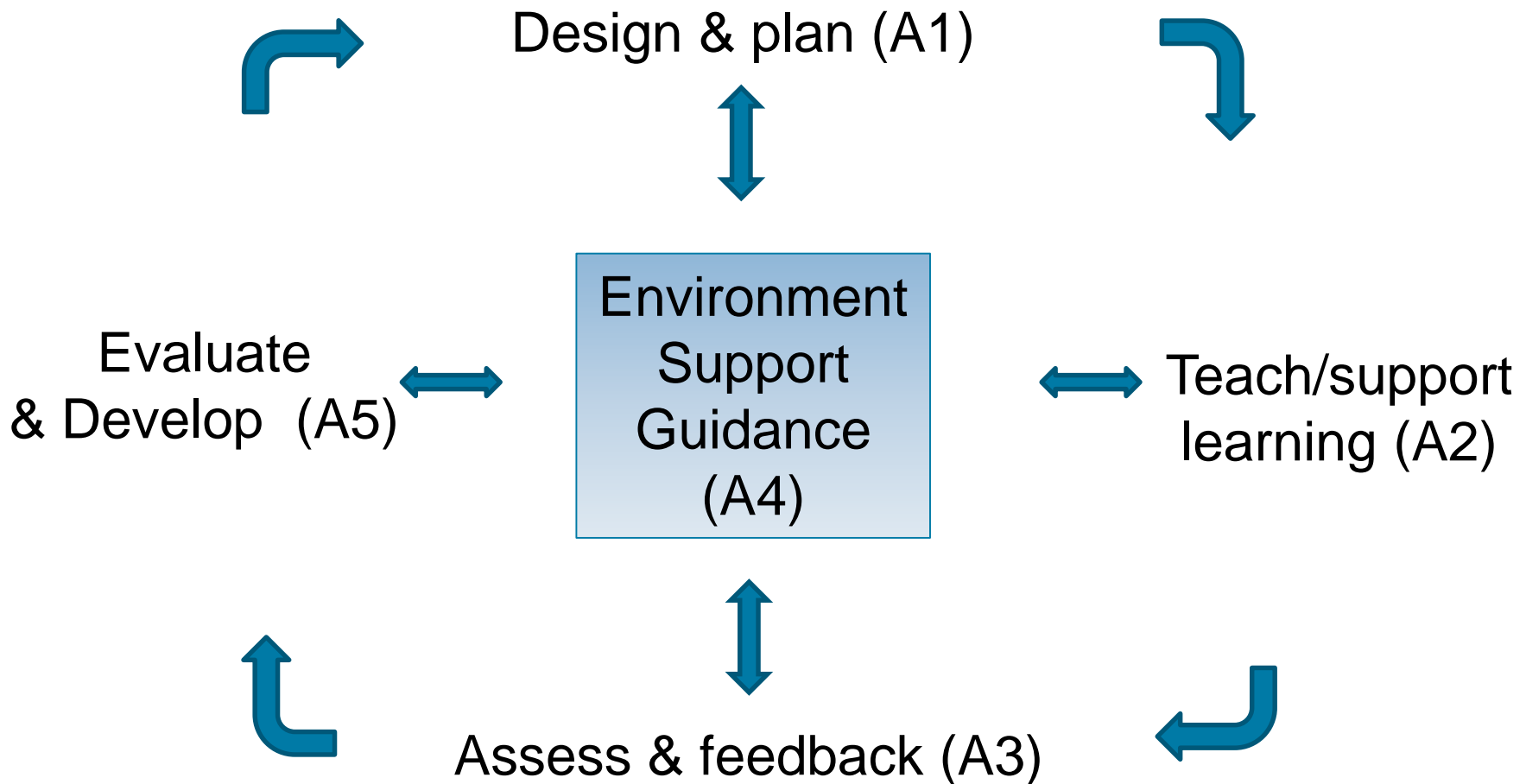
Answers on a post it note!

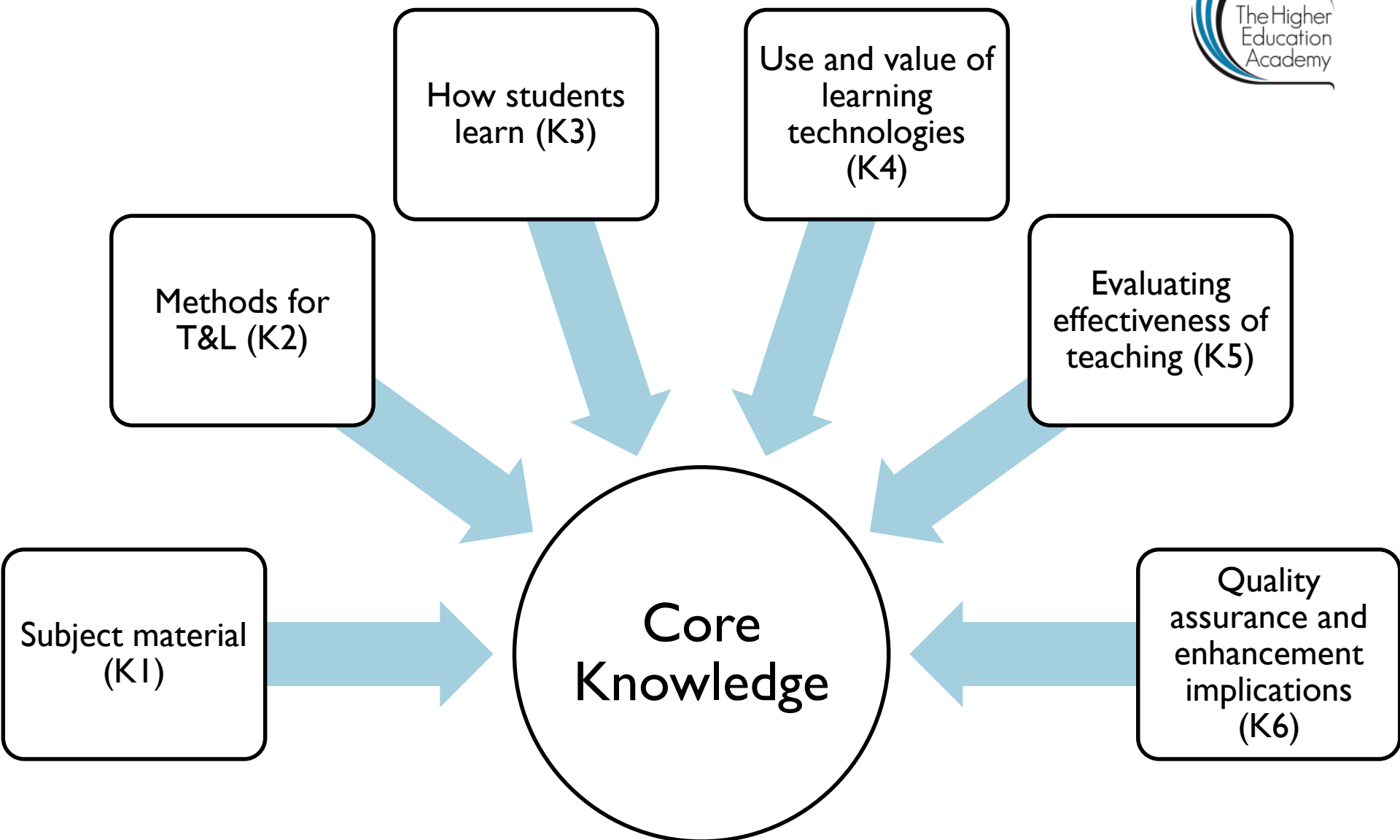
One minute, starting now

What do we do as academics and student support?

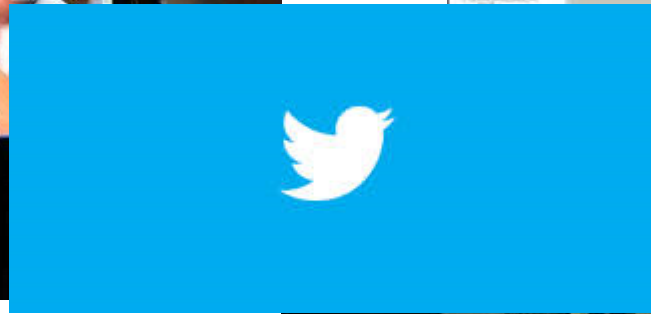
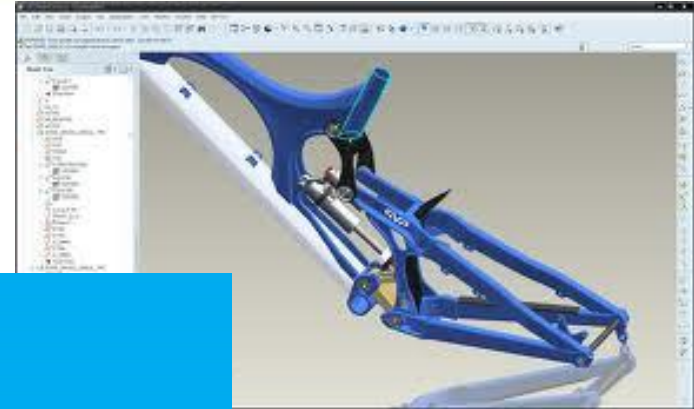
- Teach and support learning
- Assess and give feedback
- Design and plan learning activities
- Create environments in which students learn and are supported
- Engage in CPD

The Areas of Activity

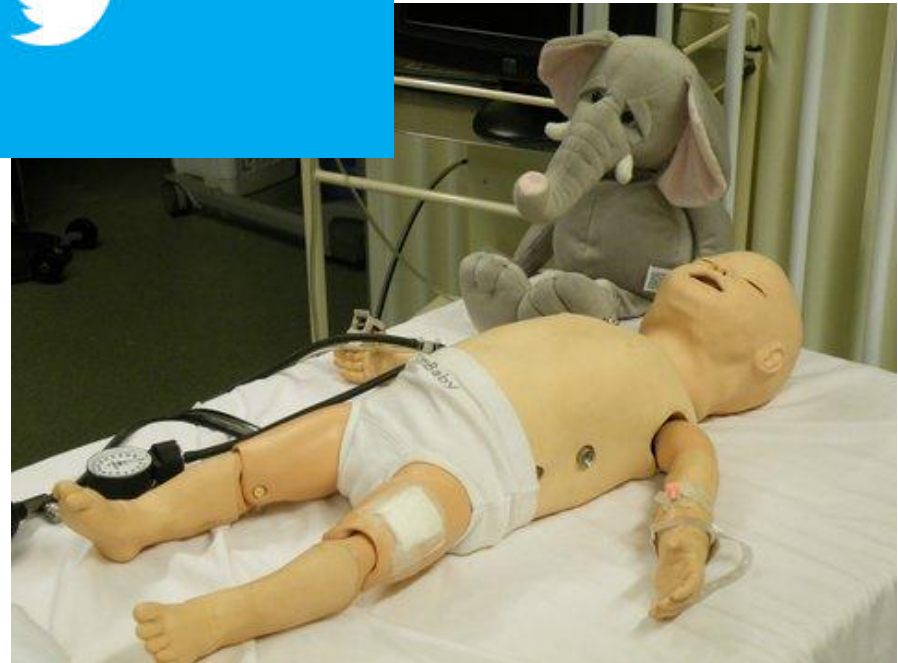


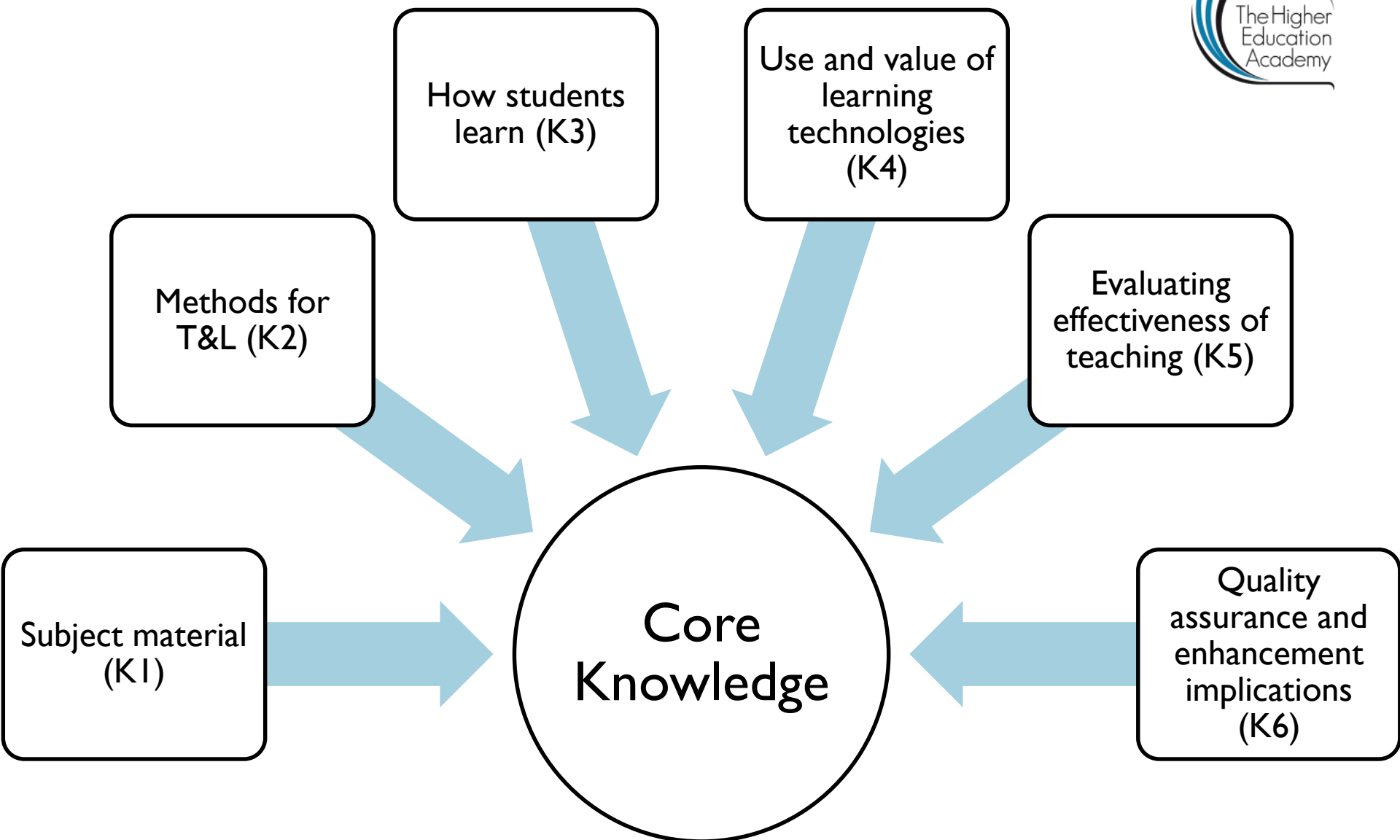


The use and value of appropriate learning technologies



Linked 








Inclusive Practice



Sim-dis

A view into the unknown



[Home](#)[Autism](#)[Dyslexia](#)[Hearing Impairment](#)[Visual Impairment](#)

June 10, 2014

Simulations

- Mirror
- Proof Read
- Scotopic
- Shadow
- Telescoping
- Word Mix

Mirror or Reversal

Reversal
Reversal is the confusion of one letter or word with another such as d/b, p/q. This reversal of letters, sometimes known as backwards or mirror writing is very common in the early stages of writing development among non-dyslexic and dyslexic children alike. In people with dyslexia this confusion may remain.

This confusion can be problematic when using a word processor spell checking function. The machine is unable to produce a list of alternatives due to letter reversal in addition to mis-spelling.

byslexia affects qeoqle in biffernet ways. The way their drains qrocess information may make it bifficult for them to interqret text, images and sounbs. The bifficulties experienceb are founb in young childbren acquring literacy. It is the qersistence of these bifficulties, which boes not coincibe with achievements in other areas that inbicates byslexia

d-b
and
p-q

Instructions

Clicking once on the text moves through the examples. Red text in the bottom right corner shows the reversals. The mirror example reads left to right and top to bottom, it is for 'normal' readers to experience true mirror text.

Continuing Professional Development



What does this mean to you?

What does this mean for your practice?

Continuing Professional Development

participating in meetings,
conferences and seminars

presenting internal seminars

postgraduate study

discussion and networking

learning from students (feedback)

mentoring and supervision

peer supported review

updating, and delivery of teaching

critical review and preparation of
teaching materials

reading and reviewing journal
articles

secondment and work shadowing

consultancy activity

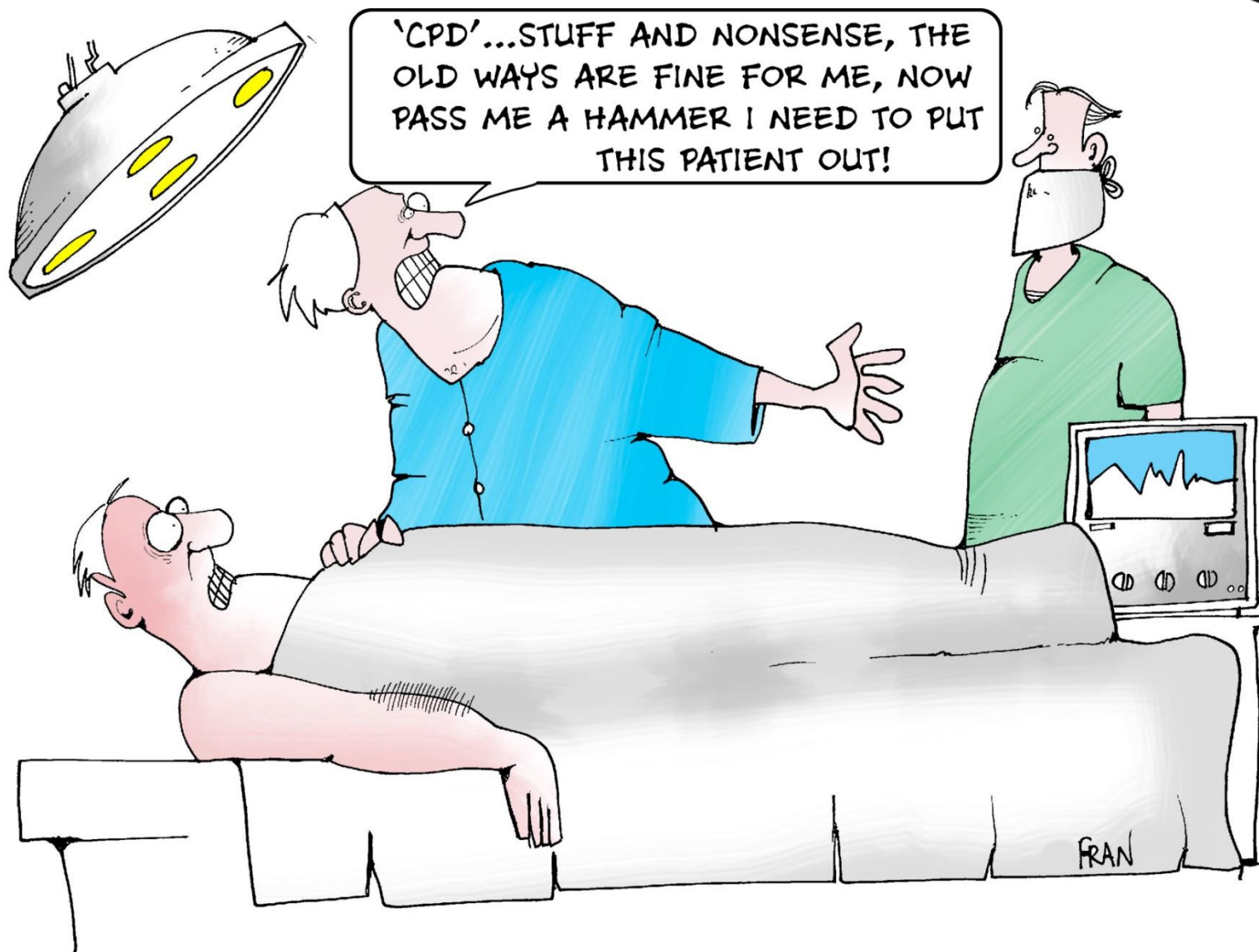
undertaking research and the
presentation of papers

observing and reviewing teaching
practice

extending range and scope of
teaching practice – new activities

undertaking research ethics
training

external examining.

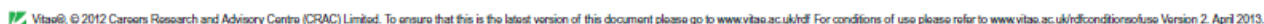


That's me! I am a professional in learning and teaching and student support



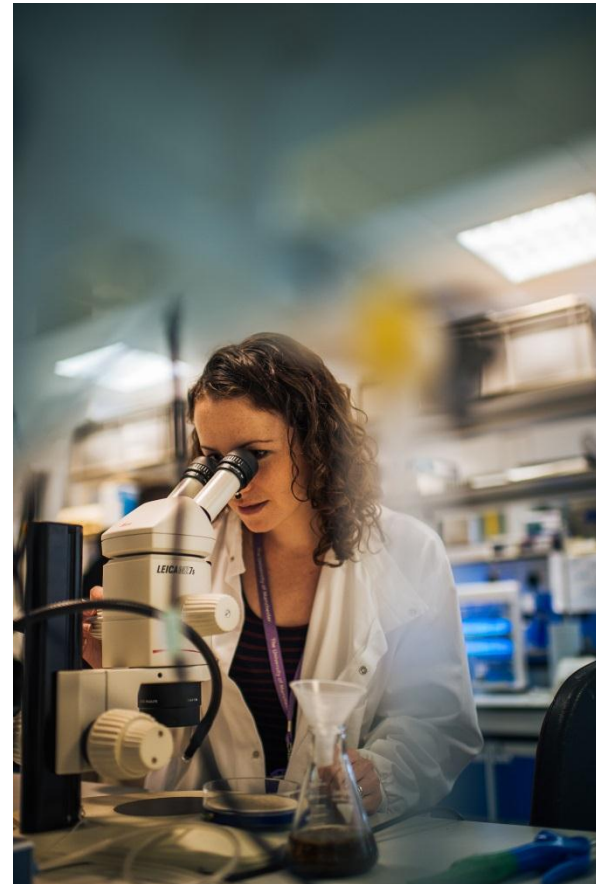
But what about me, I'm a researcher ...

Researcher Development Framework



Researcher supporting students?

- PhD supervision
- Planning researcher development training
- Leading Research Supervisor training
- Leading on PhD Examining training
- Examining PhDs
- Delivery of research methodology training



HEA Recognition and UKPSF Descriptors



- AFHEA / FHEA – the individual's personal practice activity
- SFHEA – the development and mentoring others in learning and teaching
- PFHEA – sustained record of effective strategic leadership in academic practice and academic development.
Demonstrable impact in learning and teaching activity by influencing policy and strategy
- Recognition decisions made against the descriptor not your role or job title.

What's in it for me?

Some examples from colleagues at Sheffield Hallam:

- Contribution to Professoriate application for Learning and Teaching
- Demonstration of leadership within a job application for Head of Department
- Raising the profile of support staff and their contribution to the student experience

And the benefit to me?

HEA Application?! It's one of those things you do unwillingly- realise it was worth it- and will others to do it!

I began my application for HEA accreditation longer ago than I care to recall. It just seemed like too much effort, between the teaching and research activities, to complete, edit, reflect...and find two referees. But when I completed the process, to have others acknowledge my work, made this one of my most life enhancing experiences.

Going through the process of writing my HEA Fellowship application made me reflect on my journey, discipline my writing and realise how far I had come in understanding my teaching and learning.

I've come through this process feeling it was a genuinely rewarding process - not a means to an end.

All that's left to do?



Just don't be left in the Bewilderment lane!



ENRoute!