



The session will draw on recent research into professional development activities for university academics and highlight some lessons that might be learnt, particularly in the light of delegates' own experiences. The session will briefly outline new initiatives at our own university, and introduce some case studies of academics and their relationship to forms of CPD. These will be used as a means to open up group-based discussion of how to prevent forms of CPD being viewed as de-professionalizing. Broadly, the session will provide an opportunity for delegates to reflect on the importance of seeking effective ways to maintain a workable balance between a 'culture of accountability' and a 'culture of professional autonomy'.

Key question for the session: To whom, or what, should academics be accountable when it comes to forms of CPD?

### **Session Activities and Approximate Timings**

- Outline of issues raised by recent policy initiatives related to the professional development of university academics (15 mins);
- Outline of key features of the academic development framework being developed at Canterbury Christ Church (10 mins);
- Discussion relating to the findings of case studies with a range of academics at Canterbury Christ Church (20 minutes)

### **References**

Bologna Declaration (1999)

<http://www.bologna-berlin2003.de/>

DfES (2003) *The Future of Higher Education*, London: HMSO

<http://www.dfes.gov.uk/hegateway/hereform/index.cfm>

Higher Education Academy (2006) *The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education*, London: HEA

[http://www.heacademy.ac.uk/regandacctr/StandardsFramework\(1\).pdf](http://www.heacademy.ac.uk/regandacctr/StandardsFramework(1).pdf)