

Professional development action plan

Table 1 Professional development action plan

Driver identified from the diagnostic activities	Broad CPD goal description informed	SMART Objective	Timebound (Deadline)
More closely aligning my contribution to academic development within the strategic objectives of the university and national agendas	<ul style="list-style-type: none"> Establish the Aurora Programme within the context of the strategic developments of the university More closely align academic development initiatives with external enhancement agendas including QAA and ELIR Build relationships with current senior 'decision-making' colleagues by ensuring that this engagement makes their lives easier Identify ways to engage new senior 'decision-making' colleagues in the work of the LTA 	<ul style="list-style-type: none"> Complete evaluation report for 2019/20 cohort Ensure direct links with current enhancement themes agenda by arranging to meet relevant staff and exploring opportunities Explore opportunities to reach 'decision-making' colleagues <ul style="list-style-type: none"> Meet the team session at the next staff meeting Use recent evaluation exercise to share where appropriate Ensure relevant academic development initiatives are reported in the next ELIR report Continue to request senior decision-making colleagues to 'sponsor' or 'champion' academic initiatives. Request Chief Operating Officer to champion the ALS initiative 	May 2020
			March 2020
			Feb 2020
			March 2021
			April 2020
Develop a more scholarly approach to my practice including producing scholarly outputs which inform my own and others' practice	<ul style="list-style-type: none"> Ground my practice in the context of academic development which gives me confidence as part of a professional field and provides the theoretical underpinning of my practice Engage in reflective practice in a meaningful way, informed by the literature aiming to avoid the "bland, mechanical, routinised and unthinking ways of doing reflective practice" (Finlay 2008:10) Research the potential value of action learning sets (ALS) by identifying and reviewing relevant articles on ALSs Disseminating good practice within and beyond my own context. Further, develop my approaches to evaluating my professional practice with a view to identifying further development for myself and others 	<ul style="list-style-type: none"> Apply for ethical approval to support the evaluation of Aurora Programme for 2020/21 Carry out a desk-based literature review of measuring the impact of academic development initiatives Explore active reflective journaling and podcasting as tools to record, disseminate and build momentum for the Aurora Programme Apply to the 'Writing for publication' short programme of study offered to internal staff by the university Identify a suitable mentor to support my development in producing more scholarly outputs Produce scholarly output 	April 2020
			April 2020
			June 2020
			May 2020
			July 2020 Oct 2020

SEDA SLEC Critical reflections on my professional practice

Driver identified from the diagnostic activities	Broad CPD goal description informed	SMART Objective	Timebound (Deadline)
Exploring the use of more appropriate models to evaluate learning and teaching initiatives	<ul style="list-style-type: none"> Developing evidence-based teaching and learning practice to support practice on educational leadership Identify a range of methods to “codify” the impact of the LTA which would “capture much of the intangible work we do. “The serendipitous conversations with staff that don’t necessarily produce a tangible output but are vital for building trust, developing relationships and sowing the seeds of ideas to change practice” (Quinsee 2011: 4) 	<ul style="list-style-type: none"> Redevelop the evaluation of 2019/20 Aurora Programme based on literature review Plan, propose, develop and implement three educational leadership ALS Building on work currently underway on communicating the value of the LTA; bring together a small number of colleagues to work on the evaluation of the impact of the LTA 	May 2020
			July 2020
Building networks of colleagues in academic development within and beyond the university	<ul style="list-style-type: none"> Contribute to academic development networks Establish a small number of Action Learning Sets (ALSs) to support the development of educational leadership within the university Addressing issues of inclusion within my practice Reinvigorate the LTA’s Forum membership to “establish what they would like from us in terms of what we offer, as well as determining what they thought of as a good service and where we embodied this” (Quinsee 2011: 3). Use the findings of the evaluation to both enhance the activities of the team and celebrate those who work alongside us. 	<ul style="list-style-type: none"> Continue to attend SHED meetings Attend SEDA / SHED Conference Gain SEDA Fellowship Aim to present a paper to share experiences of building educational leadership at the university Set up an ALS for <ul style="list-style-type: none"> 2018/19 Aurora cohort 2019/20 Aurora cohort 2020 Educational Leadership colleagues Re-establish the LTA’s Forum membership to facilitate assist the team to target their efforts in line with the views of stakeholders and to avoid our tendency to spread our resources too thinly. Support the development of simple processes to evidence the value of our work. 	Feb 2020
			April 2020 May 2020 April 2021 March 2020 June 2020 May 2020
Practice in ways which are ethical and aim to lead by example	<ul style="list-style-type: none"> Refer to the values that underpin my practice, particularly in the context of the development of educational leadership 	<ul style="list-style-type: none"> Ensure strong reference the values which underpin my practice particularly in the work on educational leadership Ensure the LTES values are used by colleagues as developmental tools rather than mechanisms to ‘assess’ the contribution and approach of others 	June 2020