

Case Study One – How does staff development support dual professional mandatory practice?

Louise Robson, School of Business, Management and Professional, New College Durham

Jo Thomas, School of Health Care and Public Services, New College Durham

Multiple higher education (HE) curriculum areas e.g. Social Work, require staff to maintain dual professional status, which therefore requires a significant amount of discipline-specific CPD to be undertaken by staff members. The benefits of dual professional practice for those delivering HE programmes may include but are not limited to the following points:

- Enhance student learning – more enthusiastic current lecturers
- Enhance student employability skills
- Potential to improve student recruitment
- Improve employer engagement/working relationships
- Develop a community of learning within New College Durham and between partner HEIs
- Develop personal ownership for CPD
- Improve appraisal process

The current study, completed as part of the Research as CPD programme at New College Durham, aimed to establish a base of evidence as to the scope of provision which requires staff to maintain professional status with a professional body, enquire as to how individual staff members meet these requirements and explore ways in which the institution does, or can, support this.

73 members of HE teaching staff within New College Durham were surveyed with 14 responding to the survey, giving a response rate of 19%. Of those respondents 43% were required to register with a professional body giving a final sample size of 6 respondents. All of these respondents indicated that the institution does not support their dual professionalism via internal staff development days. This therefore leads staff to complete mandatory professional training in their own time through external providers, or means that it is impossible for this professional status to be maintained. Surveyed staff identified the major need for improvement being recognition of these requirements within the institution and some allocation of time to be made for this specific CPD.

The small response rate to the study means that the evidence base is still small; however, following the sharing of findings within the college an impact has already been felt. The Head of School responsible for Health and Care HE provision has now begun to allocate remission in order to support staff members in their maintenance of dual professionalism, and beginning in the 2018/19 academic year the Lifelong Learning Steering Group has committed to setting aside dedicated funding that teaching staff can apply for to support such maintenance. The researchers have decided to once again participate in the Research as CPD programme and are undertaking a larger scale survey across the institution and beyond in order to identify unmet training needs.