



CITY OF LONDON COLLEGE

A UNIVERSITY SECTOR PREMIER COLLEGE

Continuing Professional Development Strategy

2025/26

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City of London College (CLC) is committed to the development of its staff and aims to develop a flexible and proficient workforce through continued investment in staff development, providing essential support to all staff following on from Appraisal & Staff Development activities

Staff Development within the College is defined as: all those processes which enable staff to develop the knowledge, skills and abilities required to achieve institutional goals and enhance personal effectiveness, encompassing a wide range of activities and processes which may include but are not limited to:

- Coaching and Mentoring
- On line learning
- Job shadowing
- Engaging in teaching observation or other systematic mechanisms for gaining feedback on work
- Short courses provided by the College
- External courses, workshops and conferences
- Professional or technical qualifications

Staff are expected, with the active support of their line manager, to take responsibility for their Continuing Professional Development (CPD). Senior Managers should ensure that individuals are prepared for the learning and development activities which they undertake and are given time to apply and consolidate their learning. They should also assess the impact of such learning on performance in order to monitor the effectiveness of the provision both for the College and the individual.

The following CPD Framework confirms the College's deliberate & strategic oversight of action planning in the design and delivery of formal continuing professional development opportunities for the improvement of staff skills, knowledge and experience in support of enhancing student learning opportunities and should be considered in the context of the overall strategy for staff development.

In addition, the College offers a focused programme of four workshops which collectively come together forming the 'The Reflective Practitioner', generally implemented for new staff or staff new to higher education. The programme examines approaches to:

- Programme Design and Approval
- 'Externality' – impact and influence on the learning & teaching process
- Learning & Teaching strategies for understanding 'Levelness' – requirements and expectations of learning & teaching at levels 4, 5, & 6
- Research & Scholarly Activity in vocational higher education

1	<p>Enhancement through Governance <i>‘One system, three cultures – a examination of the Public/Private interface with reference to Quality Enhancement’</i></p> <p>Public/Private sector comparison of College & College oversight of ‘Governance. Review of HEFCE’s proposal to engage governing bodies more closely with quality appraisal processes</p>
2	<p>Constructive Alignment (ILOs) and the application of ‘Levelness’ <i>How can we be sure that we are maintaining academic standards and awarding grades that are truly reflective of student achievement?</i></p> <p>Examining the relationship between the Programme Learning Outcomes, Module Outcomes, the structure of the assignment and the output of students to ensure fair and accurate assessment grades.</p> <p>Exploring and facilitating an understanding of the vocational and honours award structures and what ‘levelness’ means at Level 4, 5, & 6 of the Framework for Higher Education Qualifications (FHEQ)</p>
3	<p>Student versus Tutor Assessment <i>Recognition that student peer review may have a greater impact on the ‘enhancement’ of learning</i></p> <p>Exploration of student peer review of teaching, learning & assessment and its meaning and purpose in the student learning experience</p>
4	<p>Competition & Choice in Higher Education <i>‘Fulfilling potential and delivering ‘good value’ to students</i></p> <p>Exploring the potential flexibility in the present higher education landscape, scoping out how existing and new providers will deliver HE provision in the environment of the proposed new Teaching Excellence Framework (TEF)</p>
5	<p>The Invisible Module <i>‘Preparing students for Employment through Engagement & Enhancement’</i></p> <p>Exploring matters that affect ‘employability’ which are often overlooked in the curriculum, extending to student application in influencing the margin between ‘nature & nurture’</p>
6	<p>Quality & Risk in the Teaching Excellence Framework (TEF) <i>‘Are you Ready – Delivering value to students and taxpayers’</i></p> <p>Analysis of the requirements and potential impact of the proposed Teaching Excellence Framework</p>
7	<p>The Organisational Enhancement Plan <i>‘Innovation in enhancing the student experience</i></p> <p>Exploration and analysis of organisational commitment to improving & enhancing through exploration of what constitutes ‘deliberate steps to enhance student learning opportunities’</p>

8	<p>Staff Development and its role in Enhancing the Student Learning Experience This workshop follows on from the above (Enhancement Plan) and examines the effect of continuing professional development activities upon academic staff's ability to further develop systems and process in pursuit of the continuous enhancement of the student learning experience.</p>
9	<p>Developing Effective Strategies for Managing Assessment feedback <i>'Writing Constructive & Developmental Feedback to Students aligned with intended learning outcomes'</i></p> <p>Analysis of the management and implementation of assessment processes and procedures focusing upon the qualitative nature of feedback to students</p>
10	<p>Developing Effective Strategies for Internal Verification & Moderation <i>'Assuring oversight processes in support of student achievement'</i></p> <p>Examination and exploration of the requirements of key components of the academic management cycle, focusing on the adoption of standardised oversight processes in support of the notions of 'Consistency & Timeliness' become embedded in academic management culture</p>
11	<p>Assessment Benchmarking <i>'Innovation in Assessment – measuring current practice for gauging achievement against external standards'</i></p> <p>Review & evaluation of Indicators of assessment process and practice, including good practice, cross- modular, supporting continuous improvement initiatives, staff development and awareness raising and contrasting student expectations and experience of assessment with staff perceptions</p>
12	<p>Committee Effectiveness Development Programme <i>'Assuring internal quality systems enable Academic Board to consistently discharge its responsibility for oversight of all higher education provision'</i></p> <p>Exploration, and use of, evaluative writing and reporting, self-evaluation & reflection, reporting and use of data, standardisation & presentation, responses to external examiner reports and academic report structuring.</p>

The End