

Staff Name:

Role:

Dep

GTCS reg:

GTCS Prof Update Declaration due Date:

Acad

Staff to complete sections A and B prior to the professional development discussion with your Line Manager (Section C)

A. Staff identified development areas & CPD Activity Log:

	Identified skill / development need / CPD activity undertaken	Date / Duration	Lecturer		
			Professional VALUES		
			1.1	1.2	1.3
1			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Notes (funding requirements, resources found, points to raise with colleagues/line manager)

B. Staff Development Reflection: Reflect on each of your identified development needs or activities undertaken in Section A

Lecturer Reflection (Benefit to student / self / department. Good practice points to share. Professional aspirations. Any future actions)

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C. Professional Development discussion with Line Manager/Comments:

Staff Reviewee Signature:

Line Manager Name/Signature:

Review Date:

	Print Name: Signature:	Click or tap to enter a date.
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D. Lecturers Professional Standards

[Professional Standards for Lecturers in Scotland's Colleges - College Development Network \(http://cdn.ac.uk\)](http://cdn.ac.uk)

1 Professional Values

1.1	Students at the centre Understand student needs. Equality & Diversity. Promote inclusiveness. Safety & Well being
1.2	Leadership of learning Empower students to engage and achieve to maximise their potential. Encourage students to take responsibility for their learning. Embed sustainability in learning & teaching.
1.3	Continuous professional improvement Reflect and evaluate professional values, practices and contribution to student success

2 Professional Knowledge and Understanding

2.1	Political, social and economic drivers Understand political, social and economic drivers influencing education policy, strategies, legislation and statutory duties
2.2	Learning, teaching and assessment theory and approaches
2.3	Technologies and resources for learning, teaching and work Understanding, evaluating, safe use, sustainability, embedding and keeping up to date with technologies
2.4	Student pathways and transitions within the wider educational community Understand qualification bodies and support/signpost/advise students to take the next appropriate step in their learning journey.
2.5	The principles, processes and purposes of quality assurance and improvement Understand quality assurance & improvement policies and processes. Understand how to reflect critically on their own learning, and application to student learning and experiences.

3 Professional Practice

3.1	Ongoing professional practice Reflect on own practice and engage in professional dialogue with others. Engage with up-to-date research and developments in learning, teaching and assessment to inform practice.
3.2	Effective and inclusive practice and engagement with students and partners
3.3	Creates innovative curriculum design and learning and teaching
3.4	Effective application of digital technologies to learning, life and work
3.5	Critical reflective and collaborative practice in learning and teaching