

Perspectives of Professional Differences Framework

Workshop guide





Aim

Discuss professional differences in relation to research.



Equipment

- Perspectives of Professional Differences Framework



Preparation

- Set framework on table
- Read through the explanations of professional differences



Workshop

- 1. Discuss professional types in relation to research**
 - Which of the four professional types in relation to research best fits your team? Why is this?
 - Are there different professional types that also fit into your profession? If so, how do these fit into your team?
 - Can you provide an example of how you apply research in your profession?
- 2. Reflect on curriculum design and professional development**
 - Discuss as a team: does the current curriculum reflect the professional types that the students will become?
 - What changes to the curriculum (for example, in teaching, or assessment of students) could improve how you apply research into your profession?



Adapting the workshop

You can adapt the discussion for your target group, for example for discussions at the module level, curriculum level or at an organisational level. Below are three examples of how you can adapt the tool for your team.

At the single module level

This instrument can be used when developing or assessing individual modules. For learning materials such as the student study guide, or presentations during lessons, you could consider the following questions:

- Does the current module reflect the professional type that the student will become?
- Does the module reflect in relation to how research is used? For example, for research-dependent professions, are the latest evidence and insights being integrated into the module?

At the curriculum or department level

This instrument can also be used across modules to get an overview of the research skills being taught across a curriculum. This can be used to determine the overall required performance level of students, what they need for graduation and their future careers.

Questions for discussion might include:

- Are students acquiring the desired level of research, and does this fit into the desired professional type?
- Are their aspects of research in different professional types that could be integrated more strongly into the curriculum? For example, how could you use reflective practice to improve professional action?
- Are all of the priority aspects of research being taught to students? How are these assessed?

For your organisation (university or wider policy level)

This instrument can be used to compare study programmes over time, or even across an entire organisation. This can be used to evaluate strategy changes, for example the increased emphasis on building research into higher education.

- Are the latest research insights being integrated into curricula across the organisation?
- Is there the right balance of systematic versus reflective research within the organisation?