**Balancing professional learning expectations with real opportunities and outcomes**

This *work-in-progress* roundtable will explore new professional learning (PL) models being implemented within a research based higher education institute. It is envisioned that comment and input from this session will provide valuable feedback to new professional learning initiatives and will assist in refining and further shaping this work.

The impact of available professional learning on individuals and their practice must be considered (Sutherland, 2018). Generic professional learning opportunities need to be streamlined to allow individuals to focus on areas of relevance ensuring desired outcomes (Gibbs, 2013). Relevant and meaningful professional development can be achieved with the implementation of personalised learning pathways that offer specific suites of learning opportunities allowing individuals to select learning suited to their needs. With each pathway representing an established career path, individuals can identify where to best focus their time and efforts to achieve maximum results for their investment in professional development. Individuals who choose their own learning path, are more motivated to learn and progress (Tipton, 2020).

With acknowledgement to research in this area an innovative professional learning pathways program is being curated and designed to encourage engagement with the achievement of measurable results in teaching and aid in career progress.

The proposer will share recent developments within their institutions professional learning suite of offerings and how that will align and interlink with formal credentials such as the Graduate Certificate of Higher Education and HEA Fellowship. Input and thoughts from participants regarding micro-credentials, the use of badges, common themes and different approaches to professional learning within higher education institutions are sought. By sharing results and discussing challenges faced when providing developmental support to academic and professional staff, this roundtable will help shape new initiatives in PL, enabling growth and development of individual education practice and the overall education practice of the higher education sector.

Graham Gibbs (2013) Reflections on the changing nature of educational development, International Journal for Academic Development, 18:1, 4-14, DOI: 10.1080/1360144X.2013.751691

Jeannie Daniels (2017) Professional learning in higher education: making good practice relevant, International Journal for Academic Development, 22:2, 170-181, DOI: 10.1080/1360144X.2016.1261352

Kathryn A. Sutherland & Meegan Hall (2018) The ‘impact’ of academic development, International Journal for Academic Development, 23:2, 69-71, DOI: 10.1080/1360144X.2018.1451595

Webster-Wright, A. (2009). Reframing Professional Development Through Understanding Authentic Professional Learning. Review of Educational Research, 79(2), 702–739. https://doi.org/10.3102/0034654308330970

(2020). Retrieved from https://www.elearninglearning.com/edition/monthly-wage-and-hour-training-policies-2020-01?open-article-id=12796659&article-title=5-trends-to-rock-your-2020&blog-domain=elearningbrothers.com&blog-title=elearning-brothers