

**Continuing Professional Development Framework**

**Approved by VCE: August 2018.**

The University of West London recognises that in the current climate in Higher Education there is tumultuous change and much of it is unclear. The replacement of HEFCE by the Office for Students (OfS) and the resultant changes that has engendered in how Higher Education is audited, means that more and more staff are being required to collect and analyse data and evaluate their own performances or those of others. Bamber[[1]](#footnote-1), (2009) identified that a CPD framework needs to address diverse objectives including those of external professional frameworks, University strategic objectives, the needs and priorities of Departments or disciplines, students’ learning and the individual’s developmental needs. A CPD framework also needs to support the attainment of individual’s career goals as well as providing an opportunity for employers and /or professional bodies to update staff knowledge (Rothwell & Arnold[[2]](#footnote-2), 2005).

To ensure that the University of West London is providing the best opportunities for development, progression and promotion, we have adopted a Continuing Professional Development Framework which sets out our aims and objectives in this domain. The framework should be considered alongside the CPD Guide for Academic (2018) which provides examples of the type of CPD you might undertake to support your career progression and the Staff Learning and Development Policy (2017).

To meet the requirements of accreditation by relevant professional bodies and the UK Professional Standards Framework for those who teach and/or support learning, we are adapting our appraisal processes to capture staff engagement with CPD and the learning they have acquired. This can help inform career development discussions and promotion and progression opportunities. We are also providing a CPD framework (represented in the figure below) which will comprise an annual programme of compulsory and optional events where staff can receive the updating they require (especially in relation to Quality Assurance and the external HE regulatory environment), engage with colleagues to share their expertise, give or gain mentoring and generally enhance both their disciplinary expertise and their professional practice.

Peer networks

Consultancy

Updating professional knowledge

Journal reviewer/ editor

Gaining relevant qualifications

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Research events\*

L&T development events\*

Leadership & Management Development

Updating on Quality & Regs\*

EDI; H&S; SAFEGUARDING

UKPSF\*

Information & Digital literacy

Doctoral Qualification

\* The degree of optionality will depend on the individual’s role and the nature of the activity.

Validation panel

Committee representation

PSRB requirements\*

PgCert PAP/APA

PERSONAL / DISCIPLINARY

Conference attendance

Keeping a PDP

Reading scholarly work\*

OPTIONAL / INFORMAL

COMPULSORY / FORMAL

INSTITUTIONAL /PROFESSIONAL

**Models of CPD**

The literature demonstrates that there are 9 principle CPD models[[3]](#footnote-3):

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| Purpose of Model | CPD models which may fit this category |
| Transmissive | Training modelsDeficit modelsCascade models |
| Malleable | Award bearing Standards based Coaching/mentoring Communities of practice |
| Transformative | Collaborative professional inquiry |

Some of the above are more effective than others depending upon the outcomes required for the CPD event its self. For example, training is appropriate where staff are required to reach particular standards of proficiency in practical applications (e.g. information literacy and digital capability) and involves the transmission of information. The cascade model, also involving the transmission of information, is more effective where large numbers of staff need to have the appropriate knowledge or awareness of institutional processes and policies. In such circumstances it is appropriate to provide the development to a smaller number of relevant staff who are in a position to cascade the knowledge/awareness to the remaining staff in their sphere of operation.

It is proposed that most of the formal staff development offered at UWL will fall into the categories of training, award-bearing, cascade, standards-based (e.g. Advance UWL; SEDA accredited programmes), and collaborative professional inquiry.

It must be noted however, that particularly for professional service staff and academics, there are a range of informal development opportunities (offered within the institution) that need to be recognised including (but not limited to) engagement with scholarship, professional updating, research and networking.

It is expected that all staff will attend at least 3 of the staff development opportunities offered within our CPD framework each year.

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|  **CONTINUING PROFESSIONAL DEVELOPMENT FRAMEWORK** |
| **VISION** | To be a learning organisation through commitment to continuing professional development |
| **MISSION** | **To raise the professional standing and career prospects of ALL our staff** |
| **VALUES** | To be bound by the values of the university and to model those represented by our graduate attributes |
| **STAKEHOLDERS** | **OUR STUDENTS CAN EXPECT:*** Staff who are at the forefront of their professional activity, meeting all expectations of their discipline, of the wider Higher Education community and relevant professional bodies.
 | **OUR STAFF CAN EXPECT:*** An organisation which supports their professional development through providing structured CPD and recognising informal development.
 | **OUR PARTNERS CAN EXPECT WHERE RELEVANT:*** Opportunities to engage in CPD events and accredited programmes.
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| **AIMS** | **CPD Framework**To develop a CPD framework which meets the development needs of ALL staff | **Certified Development**To provide the opportunity for staff to gain relevant certification or academic qualifications in relation to their continuing professional development | **Informal Learning**To ensure that appraisal processes capture informal CPD opportunities and learning and development which ensues  | **Structured CPD**To provide an annual programme of events from which staff can choose to help them achieve their career goals and to maintain their professional standing |
| **ENABLERS** | **Processes**The appraisal process will enable individuals to record CPD and its impact on practice and support discussions about career planning and promotion.  | **Professional body requirements**For many staff the requirements of their professional body will stipulate the level of CPD required for maintaining professional standing.  | **UK Professional Standards Framework**The UKPSF for Academic Practice will inform our academic-related CPD offering and support the University and its staff in demonstrating their maintenance of standing.  |
| **RISKS** | **Institutional** **Failure to develop our staff leads to increased staff turnover or performance below expected standards*****Mitigation****: Use of the appraisal process and the provision of a CPD framework mitigates against this.*  | **Personnel****Failure to ensure staff complete their required CPD activities may lead to de-registration and loss of licence to practice for some and lowering of standards of practice/professional effectiveness.*****Mitigation:*** *ensure CPD engagement is recorded and reported appropriately each year.*  | **Financial****Enhanced staff performance leads to increase loss of staff to other institutions****Mitigation:** Creating an organisational culture that respects individuals professionalism and their need for development will engender greater institutional loyalty.  |
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1. Bamber, V. (2009) Framing development: concepts, factors and challenges in CPD Frameworks for Academics. Practice and Evidence of the scholarship of Teaching and Learning in Higher Education. 4(1), 4-25. [↑](#footnote-ref-1)
2. Rothwell, A., & Arnold, J. (2005). How HR professionals rate ‘continuing professional development.’ *Human Resource Management Journal*, *15*(3), 18–32. https://doi.org/10.1111/j.1748-8583.2005.tb00151.x [↑](#footnote-ref-2)
3. Adapted from Kennedy, A (2014) Understanding continuing professional development: the need for theory to impact on policy and practice. [↑](#footnote-ref-3)