



staff development
forum

Benchmarking Professional Development

An SDF Task Group Report: February 2006

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The work described in this document is intended for information to the HE Staff Development community, and particularly for the guidance of the Staff Development Forum in developing an effective PD scheme for that community. Any misrepresentation of any of the organisations whose PD schemes were investigated is absolutely unintentional.

1. Introduction

The Task Group sought to compare and contrast a variety of approaches to professional development (PD) and, in particular, continuing professional development (CPD) to gain a view on what might influence their effectiveness *in practice*. The outputs would both generally inform the SD community, and be of specific help to Theme 3 of the SDF's Strategic Staff Development Project (SSDP).

Each Task Group member undertook to separately interview a number of individuals who belong to the same professional body and who will therefore be operating under the same regime – albeit bringing their own individual personal and professional attitudes.

The following were considered, being a mix of HE and non-HE bodies:

- Association of University Administrators (AUA)
- Chartered Institute of Library and Information Professionals (CILIP)
- Chartered Institute of Personnel and Development (CIPD)
- Chartered Institute of Public Finance Accountants (CIPFA)
- General Teaching Council for England (GTC)
- Higher Education Academy (HEA)
- National Health Service (NHS)

The HE-related professional bodies were chosen because they featured in early responses to the SSDP Theme 3 survey. Others were chosen because Task Group members had suitable contacts, through whom interviews could be arranged. Although the HE Academy had only a newly released pilot CPD scheme, the Academy was included because of its importance to the HE community.

Discussion amongst the Task Group members resulted in the following agreed set of questions, to be offered in a structured 1:1 interview:

- Is membership of X obligatory for you to practice?
- If not obligatory: Why did you choose to join X?
- What was involved in first becoming a member of X?
- Within X, is participation in the cpd scheme/framework obligatory?
- If not obligatory, why did you choose to follow this particular cpd scheme/framework?
- Can you briefly tell me how their cpd scheme/framework works?
- Does your employer/manager see your cpd plan?
- What have you done in the last couple of years that has contributed to your professional development?
- How did your involvement in the cpd scheme/framework encourage you to seek those developmental opportunities?
- How did the cpd scheme/framework help you identify *appropriate* developmental opportunities.?

- In what ways does engaging in cpd help you in your day-to-day work?
- In what ways does engaging in cpd help you in your career progression?
- How does this cpd scheme/framework help you think about the wider implications of your role within your organisation?
- In what ways (if any) do you think this cpd scheme/framework could be changed, to deliver greater benefit to you?
- What do you think that *others* think of this cpd scheme/framework – what's its reputation amongst your colleagues?
- Anything you'd like to say about this approach to cpd that hasn't already been covered?

A copy of the interview sheet, incorporating these questions, is given as an Appendix.

Each member summarised in writing the outcome of their interviews. Those reports, with light editing for the sake of clarity, form section 3 of this document.

The reports were the basis for discussion at a meeting of Task Group members. That meeting considered the reports in turn, and then reflected on strengths and weaknesses of different approaches and what that might mean for the professional development of our own community, of HE staff developers. The outcome of the meeting is the basis of section 2 of this document.

2. Conclusions and Recommendations

2.1 The schemes considered

The following reflects the comments made by Task Group members reporting on ‘their’ scheme, and associated discussion. Although often mentioned when reflecting the interviews (section 3) the general benefits of profession development schemes are taken as a ‘given’ and the focus here is more narrowly on aspects of each scheme that seem to promote or inhibit its *effectiveness*.

The AUA scheme includes, in particular, the Post Graduate Certificate. Use of an assigned mentor is in principle a strength, and the PESTLE analysis helps to make it relevant. However, the quality of the mentoring appears to be variable, and there does seem to be a wider issue of (lack of) support. Those interviewed had set up their own local support network under their own initiative. There are also issues over the written assignments – length (for Masters level), and particularly the way in which the non-formative assignments are required ‘all together’ at the end of the Post Graduate Certificate, which precludes opportunity for feedback. Although CPD is encouraged by the AUA there is no general requirement to undertake professional development.

Not reflecting directly on the effectiveness of the scheme itself, it was also noted that AUA membership carries little weight outside of HE, thereby giving less motivation for involvement in the AUA and its professional development activities by those who do not necessarily expect to remain in the sector long-term.

The CILIP framework was liked because it can be joined irrespective of previous formal qualifications, and offers various levels of accreditation through which one can pass. The provision of a checklist designed to help members take an appropriate route through the framework was felt to be a real help, and the importance of having the support of both one’s manager and the CILIP assigned mentor was stressed. CILIP has Branches and Special Interest Groups, and overall the CILIP support and resources were thought reasonably good. However, the range of supporting courses was said not to cater well for mid-career professionals, and some of the CILIP forms were thought difficult to complete. Also, if one does not wish to progress through the levels of accreditation there is no CILIP requirement to undertake professional development.

The CIPD scheme has many entry routes, each of them rigorous. Evidence of CPD is only required when upgrading the level of membership – but there are eight levels. Templates and web forms are available to support a development record and plan, but their use is optional. CIPD is the widely recognised body for those working in HR. It is slanted more towards ‘Personnel’ than ‘Staff Development’. Membership is valued particularly for password-protected access to up-to-date information on the web site, which would otherwise not be easily available. Members seem generally self-motivated, so the CIPD cpd scheme complements existing practice. The framework enforces reflection and helps prioritise developmental needs. Rather than provide a written record, one person interviewed wanted opportunity to talk about their plans – which highlights the relationship

of appraisal to cpd, or possibly the role of a mentor (although mentors are not assigned in this scheme). Does the CIPD scheme really work? 'To a point' – it forces self evaluation. The driver seems to be status, and possibly recognition in the world beyond HE, should non-HE employment be later sought. Noted that CIPD qualifications are expensive.

The CIPFA scheme is supported by a good website, with new and relevant-to-you materials flagged by regular emails. The cpd scheme has a mandatory level and an optional level, and cpd activity is checked each year by requesting logs and/or training plans for auditing from a random 10% sample. The availability of local cpd events was seen as important. The proactivity of the scheme supports both employer and employee. The manager is seen as key – having cpd expectations of their staff, otherwise it is recognized that other matters will take priority. The scheme is liked because it has minimal bureaucracy, is not intrusive, and complements what you are doing anyway. It was interesting to note that those interviewed said that the cpd was driven by their own work and career expectations.

The **GTC** scheme for teachers was not found to make an impact on those interviewed – although it must be recognized that they were all from the same school, which values cpd and organizes its own cpd activities. The lack of impact of the GTC scheme seems to result not from the scheme itself, but in its promotion to the practitioners. An important comment from one interviewee concerned their feeling that the school-provided cpd was primarily for the benefit of the school, rather than for themselves.

It is too early to comment on the operation of the **HEA** scheme. However, some skepticism was noted amongst those interviewed. This was partly about the Academy and its perceived usefulness and relationship to its individual members, and partly because cpd schemes can be intrusive and viewed as 'hoop-jumping' exercises. Post-interview information suggests that, emerging from HEA's consultation exercise, is a very general cpd framework that will be left to local discretion of interpretation and implementation. There is a great diversity of view about the need for more or less rigour, and concerning the sense of national steerage and oversight.

The NHS system is also not yet operational. It appears to be very bureaucratic. Appraisal is formally linked to performance, and to steps on the payscale – which hugely increases the status of appraisal. The Knowledge and Skills Framework (KSF) is driving everything, and cpd will be required of everyone. However, the tightly defined jobs could be problematic, and appraisals (on which so much will depend) can only be as good as the appraiser. What if s/he doesn't value cpd?

2.2 Towards a possible PD scheme for HE Staff Developers

From the responses, the general benefits of a PD scheme were perceived as being around the practitioner – particularly in terms of communication/awareness, and skills.

Much less frequently it was recognized that there are also benefits for the employer, although such recognition seemed sometimes tinged with resentment where the emphasis of the scheme was felt too much in that direction.

A parallel may perhaps be drawn with the well-established recognition that university staff usually do not like to be *developed*, with the emphasis of something being done to them, while they are generally happy to take opportunities – through choice – for their own development.

An appropriate balance must therefore be sought for a PD scheme for ourselves, HE Staff Developers.

For an effective scheme for us, the evidence gleaned from the present work leads the Task Group to suggest that the following features should be considered:

1. *Optional membership* – the scheme should be presented as a carrot rather than a stick. While a ‘universal’ base standard of skills and abilities is not then immediately assured, if the benefits of membership are sufficient (eg membership is seen as useful for promotion, or to get a new job) then over time take-up will become widespread and the profession will move towards that standard.
2. *Membership open to anyone working in HE SD*, irrespective of existing qualifications. We would not wish to be divisive within our community, and recognize the extremely diverse range of entry to the SD role.
3. *An Induction Day* (or similar process) for initial orientation.
4. *A Mentoring Scheme* for ongoing development. Mentors would ideally not be from the same HEI as the Mentee, to give a wider (and mutually helpful) perspective.
5. A periodically reviewed *PD framework*, which identifies both ‘core’ and ‘specialist’ skills/competencies, to help give direction to an individual’s PD as they identify gaps or weaknesses and seek to address them.
6. *A PD plan* – ideally reviewed and progress checked at the scheme member’s *Appraisal*. The Appraisal offers an important linkage between the PD direction envisaged by the individual, and their employing HEI.
7. *An indication of minimum time to be spent on PD*, annually. Perhaps with an expectation over 3 years which raises the expected average above that ‘minimum’ figure. This recognizes the ebb and flow of work, on the longer timescale.

8. *Submission of a sample of PD plans for auditing.* This offers some form of cpd quality control and therefore heightens credibility of the ongoing scheme. (Schemes that simply require working for some assessed ‘step on a ladder’ allow for freewheeling – perhaps of many years – between steps.)
9. *Published list of PD scheme members and their HEIs* – as an incentive for involvement.
10. Excellent *information flow to members* of the scheme, eg via a frequently-updated web site supported by emails direct to members advising of web site updates that match their specific interests and needs.
11. *Good networking amongst members.* This suggests the usefulness of (at least) *Regional SD Meetings*, and an *Annual SD Conference*.
12. *Provision for accreditation/recognition.* Although SD is a mainly graduate profession, practitioners come into it from a very diverse range of backgrounds so that a ‘framework and stairway’ model would seem appropriate, perhaps akin to the portfolio-based CILIP model. Work towards an academic qualification (eg a Masters by someone aspiring to a more senior SD position, or wishing to demonstrate their expertise in a specialist area) can be readily credited within such a model.

From the evidence, these things would contribute to an effective PD scheme for Staff Developers. Some are already in place (Regional Meetings, Annual Conference), or are being developed (Induction, Mentoring, Web Site) by the SDF. Others more formally relate to a PD scheme, which is being considered by Theme 3 of the SDF’s Strategic Staff Development Project. Whether or not all the above would be acceptable to the community is for that Project to consider.

It should also be recognised that to set up and maintain a UK-wide fully-fledged PD scheme containing all (or even most of) the above elements would be a major organisational task. A major issue is therefore whether this could be undertaken by a group based on voluntary effort, such as the SDF in its present guise.

The Task Group further noted that:

- The PD framework should offer flexibility and choice.
- Accreditation could perhaps usefully come through co-operation with SEDA, which already has an accreditation framework. Such a move could also help to bring closer SDers who specialise in Educational Development, and those with other specialisms.
- Parity or ready comparison of accreditation levels with those of other schemes (e.g. CIPD) would be useful, given that there is some transfer of staff developers into and out of the HE sector, as part of their career progression.

- Heads of SD would be important in getting a PD scheme accepted and operational. They are role models; they are in a position to encourage their staff to become involved in the scheme; they could use such a scheme as part of the appraisal process of their staff.
- CPD could strengthen a regional SD focus, with well advertised local practitioner development days in addition to the current meetings of site representatives.

3. Reports on Professional Development schemes

3.1 Association of University Administrators (AUA)

Background

The AUA Postgraduate Certificate in Professional Practice (higher education administration and management) is designed as a self-managed but supported work-based learning programme. It provides opportunities for participants to develop and test their knowledge and understanding of the sector, and to develop and enhance their skills as reflective practitioners. It also requires participants to incorporate the values of the AUA Code of Professional Standards into their working life.

The programme is one of independent learning leading to an M level Postgraduate Certificate validated by the Open University. Theory and practice are integrated, and participants draw on and use work experience in their learning and personal development as a reflective practitioner. A Personal Development Plan (PDP) provides the framework for professional development. Although participants are expected to manage their own learning, they are provided with support including two compulsory study days, a personal mentor, a resource pack, electronic mailbases, and support and advice from the AUA National Office.

Apart from the two compulsory study days, AUA does not provide any specific teaching as part of the programme. The structure and ethos of the programme are such that participants are expected to plan and execute their own personal and professional development within the parameters of the programme. AUA provides a supportive framework within which this can happen, but participants are responsible for determining the means by which they develop skills and acquire knowledge.

Responses to Interview Questions

Five AUA members were interviewed during October 2006.

Is membership of AUA obligatory?

It is obligatory to be a member of AUA to participate in the Postgraduate Certificate (PGC). AUA members are not obliged to participate in the PGC.

Why choose to join AUA?

Most joined because it is a useful and informative association. They believed it would give them the opportunity to learn more about the sector and to network with HE staff from other institutions. Two interviewees joined because they wanted to do the certificate.

What was involved in first becoming a member of AUA?

Filling out the application form which is available on AUA's website. Subscription is paid annually by cheque or direct debit.

Why choose to follow this particular CPD framework?

Two interviewees are employed on a graduate training scheme, in which participation in the AUA (or the IPD) CPD framework is obligatory.

This certificate is at master level and one interviewee thought it would be useful for her career as she hasn't got a first degree. Another person is new to sector and it was the first CPD programme that she became aware of .

All those interviewed, apart from one person, thought it was relevant to their roles.

How does this framework work?

Candidates must have a first degree or relevant experience of working in HE. It takes a minimum of 18 months or a maximum of three years to complete. Candidates are matched up with a mentor and attend one induction day.

Three months after registration candidates must have completed a personal development plan which covers current job situation and where they hope to be after completing the CPD. Also includes an analysis of key and generic skills (candidates must identify gaps, find training and demonstrate that they have improved these skills as part of the CPD process).

They also have to carry out a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis and a PESTLE (Political, Economic, Sociological, Technical, Legal, Environmental) analysis. The latter is a method of examining the many different external factors affecting an organisation. This is separate to the PDP but it does feed in.

Nine months after registration there is a second deadline for a Formative Assignment. This is assessed to ensure the candidate is working to the right level.

Five minor assignments of 900 – 1000 words and one major assignment of 4000 – 5000 words have to be completed on topics which AUA have identified as key to HE. See <http://www.aua.ac.uk/pgcert/resourcepack/2004-05/section5.doc>

Candidates must write a reflective statement on their learning and progress whilst working on the PGC. They also have to write a reflective assignment of up to 2000 words on how the AUA code of professional standards has influenced their professional decision making.

This all makes up their portfolio. Also included is their personal development plan and up to 20 pieces of evidence (can include learning log entries).

What have you done in the last couple of years that has contributed to your professional development?

Have done a lot of professional development not related to PGC

Enrolled on PGC; taken Springboard programme; volunteered to work in another role to get some experience (applied for the job and got it); report writing; networking with other HE staff; taken over responsibility for budgeting; chaired first meeting
Finished UG degree; worked in admin during university holidays; enrolled on PGC; attended AUA conference.
Finished PhD (included writing academic papers and giving presentations at conferences); got a graduate trainee job where everything is developmental.
Is new to the sector so taken all opportunities available through Staff Development. Also changed jobs to take on more responsibility and work with students. Attended AUA conference

How did the CPD framework help you identify appropriate developmental opportunities?

Most professional development activities listed above were not related to PGC. However candidates did recognise that writing their PDP plan was enormously helpful in identifying professional development needs by enabling candidates to identify gaps in key and generic skills. One candidate also noted that the PGC had made her more reflective.

One interviewee had only just started her PGC and had been attending relevant courses that she knew would be relevant to this certificate. Also chose PGC sessions at AUA conference.

In what way does engaging in CPD help you in your day-to-day work?

Helps to look at the way you are operating in your role, your strengths and weaknesses.

Gives a better awareness and understanding of wider issues in HE and where candidates fit into the process. Encourages candidates to step back and regularly review and evaluate. Encourages sharing good practice and networking. Increases professionalism by identifying areas needed to develop. Reading which is undertaken directly relates to job e.g. Times Higher Educational Supplement.

One candidate finds the process too 'circular'. "It almost gives you examples of things candidates should be doing, is too directive, almost makes you fit into a mould."

In what way does engaging in the CPD help in your career progression?

Most interviewees thought it showed that they were taking responsibility for own career progression. It will demonstrate that candidates have got a wide knowledge of HE. Part of the process is looking at future roles and identifying skills needed. Candidates can use the programme to gain experience and develop skills for the future. Candidate without first degree thought it would open up more opportunities; one candidate thought that if she wanted to move out of HE it will be of little benefit.

How does this framework help you think about the wider implications of your role within your organisation?

PESTLE analysis makes it very relevant. Minor assignments ensure you look at other areas of your university, other universities and sector as a whole.

In what ways do you think this scheme could be changed to deliver greater benefit to you?

One candidate stated that the induction should be improved. The same candidate would like the assessors to have a wider range of knowledge of the jobs within HE and mentors to have more training to be aware of the standards in order to give adequate feedback/guidance. Also stated that the required 900-1000 words is not long enough for a masters level assignment and that depth of knowledge required cannot be communicated in 1000 words. Fewer assignments with more words, marked as completed would be much more suitable.

All those interviewed did not like the structure of handing all assignments in at once (apart from the formative assignment) with no on-going feedback. They want more structure and deadlines. They also would like some lectures or workshops.

What do you think that others think of this CPD scheme – what's its reputation amongst your colleagues?

It is well regarded by those who know about it, but its probably only AUA members that are aware of it. More people need to graduate to ensure reputation grows.

Because this is an AUA PGC it might not have much prestige/influence with universities that do not attribute much esteem to AUA. It needs to grow nationally in order to get a good reputation.

Anything you'd like to say about this approach to CPD that hasn't already been covered?

Candidates interviewed have set up their own local support network as this programme doesn't suit activists and level of support is minimal. They meet once a month to support and encourage each other, and to discuss ideas. They also invite guests to speak on relevant topics. This is their own initiative and is beneficial to the group. Everyone feels supported.

They all agreed that the Programme Manager at AUA is excellent.

One candidate thought it is hard to decide who the PGC is aimed at – someone who has worked in HE for a while or someone at the beginning of their career.

Another candidate stated that they had only seen their mentor once (they started in July). They would have like to have met their mentor on the induction day. The mentor is a critical part of the role and they do have regular email contact.

3.2 Chartered Institute of Library and Information Professionals (CILIP)

Number of respondents: 6 (five from University Library, 1 from Public Library)

Background

The Chartered Institute of Library and Information Professionals (CILIP) <http://www.cilip.org.uk> was formed on 1 April 2002 following the unification of two predecessor bodies – The Library Association (LA) and the Institute of Information Scientists (IIS). CILIP is the UK's leading professional body for librarians, information specialists and knowledge managers. It has over 22,000 members working in all sectors including business and industry, science and technology, further and higher education, schools, local and central government, the health service, the voluntary sector, national and public libraries.

CILIP offers a framework of professional qualifications that are recognised globally. It also accredits formal university courses in Library and Information Science. In April 2005 CILIP introduced a new Framework of Qualifications which is accessible to any affiliated member of CILIP. The framework is designed to offer a structure for professional development, allowing a mix of educational and work based learning that will benefit both the organisation and the individual. Application for all qualifications is by the preparation and submission of a portfolio. This is a rigorous but flexible process that can be accommodated into existing staff appraisal schemes and other development activities. The focus at all levels is on evidence based practice ensuring that staff reflect on their own learning and application of new knowledge and skills in their specific workplace. CILIP also offers a mentoring scheme to support professional development. In theory members who are unqualified can work their way through the framework to gain professional qualifications, offering an alternative to the traditional academic qualifications.

The Framework has four levels:

Certification	The scheme is for all CILIP members working as library and information assistants and in paraprofessional roles. Once members are accepted for Certification they earn the post-nominal ACLIP. Although a qualification in its own right, the Certification Scheme introduces a route to Chartered Membership through workbased learning.
Chartership	This qualification has long been recognised in the library and information sector. It distinguishes information professionals who have sought recognition for their commitment to professional development since graduations, or now through professional and workbased learning. MCLIP is a recognition of a high standard of professional practice. Chartered members can also claim credit from the Open University towards further study.

Revalidation	This scheme is voluntary and is based on continuing professional development. It is comparable to schemes offered by other professional bodies in the UK. It is important that practitioners demonstrate that they are regularly updating their knowledge and skills. Chartered members use a wide range of activities to gain official recognition of their professional commitment and achievements.
Fellowship	This is the highest professional qualification awarded by the Chartered Institute. Revalidation introduces a new pathway to Fellowship. The award of FCLIP signifies that a Chartered Member has applied an increasing level of professional practice and through the contribution made to the profession at large.

Summary of Interview Results

1. Is membership of CILIP obligatory for you to practice?

No.

2. If not obligatory: Why did you choose to join CILIP?

value the professional status that membership brings
believe that membership enhances career progression
to gain professional qualifications through CILIP's framework
to keep informed and up to date with current practice
to take up training and development opportunities offered by CILIP
gives access to a wealth of information about the profession, everything from job
opportunities through to networking and special interest groups.

3. What was involved in first becoming a member of CILIP?

Completion of membership form, paying the subscription and then become a registered member. Form accompanied by a checklist which is designed to help you choose an appropriate membership level and route to take through the framework.

4. Within CILIP, is participation in the cpd scheme/framework obligatory?

No.

5. If not obligatory, why did you choose to follow this particular cpd scheme/framework?

to get recognition for skills and experience as I have no formal library qualifications to place myself in a better position for any future job opportunities that may arise

to be seen to taking a more pro-active approach to my own professional development. Within public libraries you are expected to join. It's seen as a positive thing. to get chartership but also because it is seen as part of your professional status to be member.

It keeps you well informed of what opportunities are available

6. Can you briefly tell me how their cpd scheme/framework works?

After registering with CILIP, you can progress through the Framework of Qualifications. These are Certification, Chartered Membership, Revalidation Scheme and Fellowship. In theory you can go into the library service with no qualifications and progress to Fellowship level. This is a big change from the past when it was a degree only profession.

The current CILIP framework of qualifications has been in existence for 6 months and consists of 4 levels of accreditation you may work towards:

Certification
Chartership
Revalidation
Fellowship

The certification scheme is the most intermediate level and involves producing a work based portfolio of evidence. Chartership has always existed but instead of writing up a report of your activities you must now produce a portfolio of evidence. Revalidation allows staff to look back over the past 3 years and provide evidence of cpd activity. You must produce a portfolio of evidence and a reference from your employer to confirm this. After being revalidated 3 times you may go forward for fellowship. Fellowship is the highest level and you have to make a significant contribution in your area of work.

7. Does your employer/manager see your cpd plan?

One person said their manager saw their cpd plan, three people said no but that it was referred to during appraisal, one person didn't do a cpd plan and one person said their manager took no interest in their cpd plan although their ACLIP mentor was very supportive

8. What have you done in the last couple of years that has contributed to your professional development?

Project work
Written and published papers
Delivered talks and given presentations
Numerous staff development courses eg: IT training courses and Management Development courses
training courses and conferences, some offered by CILIP such as cataloguing and subject specialist events
staff training with own organisation

sign-language
safe training course
visits to non-public libraries visits to other parts of the sector
sales techniques training
Involved in a mentoring schemes, CILIP and regional ANGLES scheme

9. How did your involvement in the cpd scheme/framework encourage you to seek those developmental opportunities?

I used to supervise a candidate for Chartership before the new scheme and as a result was targeted to join the mentoring scheme. I have benefited from developmental opportunities because they keep you on your toes and motivate you to keep an up to date log of activities and to constantly reflect on what you're doing.

I feel it is my duty as a professional to participate at some level. They provide you with qualifications and lots of opportunities to take advantage of if you wish. Some of the courses are not appropriate. There are lots of management courses for new and experienced staff but there's not a lot for mid-career professionals who are going through a transitional stage.

ACLIP makes you more aware of training opportunities because you are required to find things to contribute to your portfolio. Reading professional literature makes you more aware of what's going on in the sector as a whole. Public libraries encourage staff to look for their own opportunities. For example, I have an interest in learning sign language and they paid for me to attend evening classes

10. How did the cpd scheme/framework help you identify appropriate developmental opportunities?

I'm not actually following the cpd framework but I do take a pro-active approach to my own cpd. Every year I try and do something different. I tend to pick one area of professional practice to work on. I find this is a good way of keeping up to date with current practice and ensures my work experience is varied.

Perhaps helped me make more informed choices.

I see it as my responsibility to identify appropriate developmental opportunities, although the CILIP framework does make you focus on a range of activities. It helps you put into practice what you've learned and identify areas that you need to work on.

11. In what ways does engaging in cpd help you in your day-to-day work?

Has helped a lot, particularly in areas where the library is under resourced because I have used this as an opportunity to gain experience in other areas.

I've been given more responsibility at work and am actively applying what I've learnt.

ACLIP is a reflective process so I am thinking about what I'm doing on a daily basis.

CPD makes you more aware that there are differences in professional practice.

Gives you confidence, keeps you up to date.

It brings the training experience back to the workplace and allows you to pass it onto other people.

Makes you more analytical about your work.

It helps you identify areas where you need further training and what you are good at.

12. In what ways does engaging in cpd help you in your career progression?

Carrying out cpd has helped me see that the scope of my role can be expanded and has definitely helped with promotion.

It has given me lots of networking opportunities and enabled me to build contacts outside the university.

Made me open to new ideas and new ways of working.

I am certain that I would not have gained my recent promotion without it.

It prepares you for change

Makes a statement to potential employers that I'm taking responsibility for my own development.

Helps when applying for jobs. May give you the edge over other candidates.

It keeps you motivated – reflecting on where you are in your career.

13. How does this cpd scheme/framework help you think about the wider implications of your role within your organisation?

ACLIP will allow me to take up opportunities that come along, even if they are in another part of the University - I feel that the organisation will benefit in some way from my participation in the scheme. I think that the library should see cpd as a direct benefit to it and the organisation as a whole, rather than just the individual.

I apply what I've learnt to my job and share good practice with colleagues. This in turn benefits the organisation.

Cpd is also good for the reputation of the organisation. People will want to work for an employer which encourages training and development.

I think of cpd more as a personal development activity rather than something that affects my role within the organisation, but I can see how it can benefit the organisation.

ACLIP means that I am constantly analysing and evaluating what I do and I am more aware of the impact it has on other departments

If you're providing a better service, it gives customers a better impression of the library as an organisation.

In what ways (if any) do you think this cpd scheme/framework could be changed, to deliver greater benefit to you?

- It should be made compulsory. It would gain greater recognition and the principles involved in applying a cpd approach would be adopted by everyone.
- Documentation – the forms provided are dreadful and more guidance is required on how to complete them.

- It's good that people have the opportunity to have their work recognised by a scheme such as this. But it's probably more useful for people near the start of their careers than for those higher up.
- If it is made compulsory, it may be a case of making it compulsory only at a certain level.

14. *What do you think that others think of this cpd scheme/framework – what's its reputation amongst your colleagues?*

Very variable across the HE sector but has a good reputation among public libraries

16. *Anything you'd like to say about this approach to cpd that hasn't already been covered?*

- Personally I am welcoming the opportunity to gain a professional qualification to demonstrate the skills and experience that I already possess.
- Support and resources offered by CILIP seem to be reasonably good. CILIP also offers an opportunity for professional networking through its Branches and Special Interest Groups.
- I think that keeping a log of activities, evaluating and reflecting are very important aspects of cpd.
- Membership should be mandatory. It would mean that people would undergo similar training and development, reflect on what they've learned and share good practice. This benefits staff and the sector a whole.

3.3 Chartered Institute of Personnel and Development (CIPD)

Background

There are eight levels of membership, 3 Chartered status, 5 non-chartered grades:

- Chartered Companion, Fellow and Member
- Graduate
- Licentiate
- Associate
- Affiliate student
- Affiliate non-studying

and five routes membership routes:

1. Educational
2. Professional Assessment of competence (PAC)
3. Accreditation of prior certificated learning (APCL)
4. NVQs/SVQs
5. Direct Admission for approved qualifications

About the CPD Scheme (extract from www.cipd.co.uk)...

All our members are expected to structure their learning and keep a record of their CPD.

It is a requirement that as a professionally qualified member, you provide evidence of CPD when you apply to upgrade your membership to the chartered level.

There is a common principle in how you approach CPD, whether you think in terms of self development or lifelong learning. It is about the learning and development that you undertake and the method you use to reflect on and record this learning.

Your development record needs to reflect a range of all the learning and development opportunities that you've undertaken over the last 12 months. We recommend a minimum of 35 hours, but this is only a guide. We also recommend that you concentrate on the activities that have made the most impact on you and your role.

Your development plan needs to cover your proposed action for the next 12 months taking on board the guidance given above. Anything can count as evidence as long as you show that you've learnt something from it. It's the outcome that is important and how it impacts on you and your role, rather than what you did.

You can use our templates for recording and planning your CPD or if you're already using another format that works for you, you can submit this – it's the content rather than the presentation of your CPD that we're interested in. Alternatively, you can provide evidence of your CPD by completing the personal statement in Section 2 of the upgrading application form.

Responses to questions

Is membership of CIPD obligatory for you to practice?

4 'no's
1 yes

If not obligatory, why did you choose to join CIPD?

To gain recognised accreditation in the field and to give access to up-to-date info.

What was involved in first becoming a member of CIPD?

Various routes; transfer from the ITD¹; enrolment on various CIPD approved courses/programmes; paying the affiliate membership fee

Within CIPD, is participation in the cpd scheme/framework obligatory?

Evidence of cpd is only obligatory when upgrading membership. It is encouraged at all levels and periodic spot checks can be requested of any level of CIPD member by the CIPD.

If not obligatory, why did you choose to follow this particular cpd scheme/framework?

N/A

Can you briefly tell me how their cpd scheme/framework works?

A written record, maintained by the individual, of past activity and future planning which demonstrates cpd at the right level – scheme requires 12 months to 3 years reflection and 12 months development planning.

Does your employer/manager see your cpd plan?

Not necessarily. Some use parts of it during Appraisals, one interviewee submitted it to manager as part of the upgrading process.

What have you done in the last couple of years that has contributed to your professional development?

Many and varied activities – including taking on varied work roles, events, conferences, qualification courses etc.

How did your involvement in the cpd scheme/framework encourage you to seek those developmental opportunities?

All interviewees stated that they were developing anyway.

How did the cpd scheme/framework help you identify appropriate developmental opportunities?

Varied response, mainly indicating that the framework does help you to self-reflect and think about desired outcomes in a defined way.

In what ways does engaging in cpd help you in your day-to-day work?

¹ ITD – Institute of Training and Development, since became CIPD

Essential, planning of developmental priorities and ensuring your own skills and abilities keep pace with change.

In what ways does engaging in cpd help you in your career progression?

Makes it easier to identify gaps, and moving on is about demonstrating CPD and experience.

How does this cpd scheme/framework help you think about the wider implications of your role within your organisation?

Encourages you to take a broad perspective and think about how learning can be used to influence within the organisation.

In what ways (if any) do you think this cpd scheme/framework could be changed, to deliver greater benefit to you?

Needs to encourage knowledge sharing and more focus on development side of HR would be good. Otherwise, cpd is about the individual, so it's fine as is.

What do you think that others think of this cpd scheme/framework – what's its reputation amongst your colleagues?

Mixed response, some think CIPD activities, qualifications and status are valued and recognised as being of good quality, but others feel it's not taken seriously and that the nature of the cpd framework is too individualised to be recognised.

Anything you'd like to say about this approach to cpd that hasn't already been covered?

Generally, the CIPD cpd scheme works. Affiliate CIPD membership is not expensive, but taking CIPD qualifications to upgrade your membership status is expensive and that needs some thought at the employer level as far as cost versus return is concerned.

3.4 Chartered Institute of Public Finance Accountants (CIPFA)

Background – an outline of the cpd scheme

CIPFA is at an advanced stage of merger with ACA (Association of Chartered Accountants) and in order to facilitate this both cpd schemes have recently been reviewed and updated to form one scheme that incorporates the best features of both. (No indication as to who decided what the best features were - seems to have been a decision taken by the scheme committees rather than the members).

The new scheme operates at two levels –

Level 1 (Mandatory)

This is a reflective summary of developmental activities over the previous twelve months. Members are required to keep a log that describes their learning activities; they must show at least 25 hours in any year and at least 150 hours in any 3 year period. The log must show the activity and the learning outcome.

Level 2 (Optional)

In addition to the log in level 1, members are asked to outline their proposed development activities for the next year; this should show what the training need is and how they intend to meet it. The following year these activities should be reviewed as part of the diary.

Each year 10% of members are asked to submit their logs and/or training plans for auditing – this does happen.

There is no requirement to be CIPFA qualified in order to work but ACA will not allow unqualified members to practice as Chartered Accountants (ACA's scheme was the compulsory one).

In order to encourage employers to support the scheme they are looking at the possibility of accrediting organisational schemes that meet with the criteria that they specify, this will also stop any overlap between the chartered scheme and a similar organisational one. They are aware of the time implications of compulsory schemes and want to support employers and members wherever possible.

Each year CIPFA publish a handbook for all of their members which includes a list of members and which cpd scheme they are following. This is done in employer / member / scheme order and builds a healthy competition between employers and encourages them to support all of their qualified staff to follow level 2.

The scheme is described at <http://www.cipfa.org.uk>

Key interview outcomes:

Qu 1, 2, 3 – on membership

CIPFA does not make membership obligatory to practice; ACA does in order to act in a self employed capacity.

Everyone became members as students and all continued their membership after they had passed their exams.

Qu 4, 5, 6 – on the CPD framework

It is now but hasn't always been. Not everyone had followed cpd continually since they had been members.

Qu 7: Does your employer/manager see your CPD plan?

Managers do not ask to see cpd but members felt that appraisal covered everything anyway.

Qu 8: What have you done in the last couple of years that has contributed to your PD?

Development and development opportunities do not appear to be a problem

Opportunities provided by employer and professional body.

Qu 9, 10, 11 – on the impact of the CPD scheme/framework on one's own PD and day-to-day work

All felt that cpd was driven by work and career expectations, not the other way round

Qu 12: In what ways does engaging in CPD help you in your career progression?

Public acknowledgement of cpd status

Qu 13: How does this CPD scheme/framework help you think about the wider implications of your role within your organization?

Through training opportunities and magazines

Qu 14: In what ways (if any) do you think this CPD scheme/framework could be changed, to deliver greater benefit to you?

Most felt that compulsory cpd was the way forward but this should be acknowledged – e.g. criteria on job description, count towards prp, verbal or written acknowledgement. CIPFA produce a handbook every year that gives members names, level of membership and what level of cpd they are following, so their scheme is very public. Not only should it be carried out by professionals, it should be valued by employers. I did note that senior managers took cpd more seriously and valued it higher than junior accountants – perhaps communication is the issue here!

Qu 15: What do you think that *others* think of this CPD scheme/framework – what's it's reputation amongst your colleagues?

All felt that cpd was necessary to show that you keep up to date with changing legislation and practices. It is valued amongst peers.

3.5 General Teaching Council for England (GTC)

Telephone interviews were conducted with five teaching staff from a High School in Worcestershire, on 6 October 2005.

Details of the CPD scheme

The Professional Body to which teachers are affiliated is the General Teaching Council (GTC) for England. The CPD Scheme is called the 'Teachers' Professional Learning Framework' (TPLF). To quote from the scheme:

The TPLF reflects the commitment of the GTC to continuing professional development. It outlines a professional development entitlement for all, irrespective of where teachers work, and in what capacity. The TPLF offers a map of professional development experiences, encouraging access to a diverse range of opportunities and activities. It is designed so that all teachers, through performance review and other ways, may choose a route that matches their professional needs. It is not a blueprint for action, but a tool to help plan professional learning.

Engagement with the TPLF is not compulsory. It offers a checklist of suggested activities under four headings: What does an entitlement to professional learning look like; How does professional learning support teachers' practice; What supports professional learning; What opportunities are there beyond schools to share and develop professional practice.

Interview Outcomes

Qu 1,2,3 – on membership

Membership of the GTC is compulsory. They are sent a form which has to be completed, and there is an annual deduction of (currently) £30 from their salary, which is subsequently reimbursed.

Qu 4,5,6 – on the CPD framework

Only one of the five had heard of the TPLF (this was the most newly qualified of the teachers). The one person knew it was not obligatory, and had decided not to engage with the TPLF; she knew that it provided some notion of guidance and support for professional development.

Qu 7: Does your employer/manager see your CPD plan?

Four of the five interviewees said that their CPD plan was integral to the annual performance management review. The four variously reported in setting their targets for performance there was a discussion of what was needed to be done (training) in order to achieve them. Two of them also reported that there was a CPD programme within the School which was compulsory for them to attend.

One of the interviewees reported that their manager did not see a CPD plan.

Qu 8: What have you done in the last couple of years that has contributed to your PD?

There was a high level of engagement with CPD activities reported from all five interviewees. All reported on the compulsory in-house CPD sessions on issues such as SIMS, IT, Literacy, Numeracy etc. These sessions are run after school for 1 – 1½ hours. All reported these as helpful; many are led from within and are used to share good ideas, but these are invariably seen as *not specifically for them*.

One of the interviewees felt that the CPD activities in which he had been engaged were not really about his needs at all, but were focused around the needs of the School. He had attended a couple of conferences on learning and teaching, but even these he believed to have been focused around his responsibilities and acquiring more knowledge on specific topics. A second interviewee reported his CPD in a similar way – activities that were aimed at doing his job better (use of interactive whiteboard, and the graduated assessment scheme), and something he described as individual training (maths coursework). The three other interviewees spoke of personal CPD opportunities – things they had wanted to do for themselves – having been supported. This included completion of an MA, attendance on an Artist Teachers Scheme, attending courses on BTEC development, attending seminars on marking for Excel (Exam Board). These three interviewees commented that the school had been extremely supportive in relation to these more personal activities.

Overall, it seems that the compulsory in-house CPD activities were seen as helpful, but not really about their personal development needs. Access to more personal development was noted in four out of five interviewees.

Qu 9, 10 – on the impact of the CPD scheme/framework on one’s own PD

Not relevant, as no one was using the scheme.

Qu 11: In what ways does engaging in CPD help you in your day-to-day work?

Although perhaps using different ways of describing this, all five interviewees said that it helped them to do their job better:

- ‘it’s all brought through into work’;
- ‘helps me plan how to teach what’;
- ‘helps me to improve what I do – increases the quality of provision to students’;
- ‘I couldn’t teach what I do without training’
- ‘positively improves efficiency’
- ‘gives me time to stop, reflect, think. Sharing practice’.

Qu 12: In what ways does engaging in CPD help you in your career progression?

Four of the five interviewees talked of a positive impact on career progression:

- ‘you need to be seen to be extending yourself, improving your skills, and gives you the ability to sell yourself’;
- ‘helps a lot if you’re looking for promotion’;
- ‘needed for promotion. Also, opens doors outside the school’;
- ‘my MA got me my promotion. Now doing another qualification. I believe the School trains me to keep me’.

One interviewee reported that it was not relevant to him as he was in his mid-to-late forties.

Qu 13: How does this CPD scheme/framework help you think about the wider implications of your role within your organization?

Not relevant, as no one engages with the scheme.

Qu 14: In what ways (if any) do you think this CPD scheme/framework could be changed, to deliver greater benefit to you?

Replies were very mixed. Three of the interviewees said they were happy with the CPD organised in/through the School, and saw no need for any scheme. One of these commented that she waits for pamphlets to come in from external sources, sees what's on offer, and applies for those she wants to go on. She thought the GTC could usefully be a central repository of opportunities. A fourth interviewee also noted that they received leaflets, and further commented that the GTC need to clarify their role, and publicise what they can offer. The fifth interviewee had no comment to make.

Qu 15: What do you think that *others* think of this CPD scheme/framework – what's it's reputation amongst your colleagues?

All interviewees commented that there was very little knowledge amongst teachers of the GTC let alone the TPLF! The GTC is never mentioned in the staff room.

Qu 16: Anything you'd like to say about this approach to CPD that hasn't already been covered?

Three interviewees commented on the very positive culture of CPD in the School, and indeed their personal commitment to CPD. One interviewee thought that the School should have a bigger group of staff to decided on the in-house CPD activities for the following year – possibly a steering group. Currently it's a Deputy Head. The fifth interviewee had no comment.

3.6 The Higher Education Academy

Introduction / outline of scheme

The Academy has only, as yet, a pilot CPD scheme. Individual membership of the Academy is through a route taken over from the Institute for Learning and Teaching (which the Academy replaced, and ILT Members were transferred). Membership renewal processes are currently 'on hold' pending the outcome of current discussions.

From the Academy website (<http://www.heacademy.ac.uk>):

The Academy maintains a register of accredited practitioners, defines the criteria for admission, develops standards for professional practice and provides support for individuals. Concerning [professional standards and development](#), the Academy is working with institutions and professional bodies to develop national professional standards in HE teaching. The Academy is also piloting a Continuing Professional Development Scheme.

The CPD pilot is based on a 'Scheme for the Recording and Accreditation of Continuing Professional Development', a 26 pp document dated July 2005 – also available from the Academy's website. No local (ie UEA) Academy members are known to be following this pilot.

In view of the above, Academy members could be asked only about their coming into membership and their views on CPD and the Academy's approach to same. The standard questions were adjusted accordingly, whilst maintaining the questionnaire framework. However, given the importance of the Academy to the HE sector, it was felt wise to include this work.

Responses to questions

The responses by five Academy members are summarised as follows...

1. Is membership of the Academy obligatory for you to practice?

No. Four respondents felt optional membership was good, two felt it was likely to become obligatory in the long run, and one hoped it would be – 'important that HE has recognised standards'. The issue of being both a professional within a discipline (eg chemist, engineer) and a professional as an HE academic was raised by two. For an academic, the discipline comes first.

2. If not obligatory, why did you choose to join the Academy?

Only one had joined the Academy, the others had joined ILT and been transferred.

Formal endorsement as an HE practitioner was a motivating factor in three cases, while one wanted to test out the mechanism for joining ILT given that others would need advice on so

doing. One had reacted to their own (mixed) experience of HE as a student and developed strong views on wanting to support academic standards and improve their own practice.

3. *What was involved in first becoming a member of the ILT/Academy?*

The ILT's fast track route of a fairly short reflective portfolio, supported by referees, was generally thought OK. The person who had joined the Academy directly did so via a National Teaching Fellowship application, which was a lot of work – but, as he pointed out, the standard application also requires similar reflection on one's experience, work, philosophy and approach.

4. *For Academy members, do you think participation in the CPD scheme / framework will become obligatory?*

One respondent couldn't say – 'the Academy feels at a greater distance than ILT did'.

Another also had no feel for this, but expected a backlash if it was attempted.

Two respondents thought participation might well become obligatory. One of these said this would be desirable provided it was relevant – a theme which recurred from another respondent, who couldn't see how the scheme could be made compulsory unless it was 'self-evidently valuable to the individual'.

The latter respondent thought that following an MA or similar course would soon be required of those with less than 3 years UK academic experience. [*This does not address CPD, however.*]

5. *Not appropriate*

6. *What can you say about the Academy's CPD proposals?*

Four were aware the proposals existed but had not given much (if any) time to consider them. 'Totally overloaded with more urgent work' typifies the responses.

The other felt we could 'live with' the proposals and that the scheme, if accepted, would be useful for new staff. Its use by longer established staff would need to be considered later.

[14.] *What characteristics would you most like the Academy's CPD scheme to feature?*

Unobtrusive; not onerous; clear help to my practice; not time consuming; not dictatorial; individualised; relevant; open to interpretation. There should be a framework but individually driven, light touch. Not just hoops to jump through but tangible value added, and motivating.

Separate PD pathways for different staff groups because academic and support staff are different. Formulating one for academics is difficult because they are sceptical of the need, and some disciplines uncertain that they need to be 'professionalised'. However, something like a properly accredited MA programme, from which you can pick relevant modules, would be helpful in getting to agreed professional levels. [*But this does not help ongoing CPD*]

At the heart of HE is the individual's discipline – so whatever the scheme does it must not consider teaching and learning in a generalised sense, but teaching *geography* or *physics* or... Support staff are also supporting the teaching/learning of *something*, so the divide is somewhat artificial.

7. Does your employer/manager see your CPD plan?

All: yes, in a way, via appraisal (although no formal, separate plans are required) and/or (one respondent) via process leading to completion of probation. The latter (an academic): 'There was little feedback. It wasn't clear what the goals of the CPD were and how those goals were determined, and by whom.'

8. Can you give me some examples of what you've done in the last couple of years that have most contributed to your professional development?

Reading papers; ILT journal (and its successor) and awareness emails from ILT/Academy; attending SD Conference ['this is when I realised I was an SDer – identified myself as part of a substantial group with related concerns']

Little time for explicit PD, but have been on a couple of courses to help my increasing management role. NTF application was useful because caused reflection. My network of practitioners is also useful.

Meeting stimulating people in 1:1 or small group situations. A regional role helped me work more closely with colleagues at other HEIs. Dreaming up, organising and running developmental events for colleagues has also helped my own development.

Being mentored [this is compulsory]; attending my institution's staff development courses [this is optional].

Working beyond my institution and meeting and working with others of similar mind.

Project work as one of the best ways of learning.

9. How did membership of the ILT/Academy encourage you to seek those developmental activities?

The ILT journal had helped one respondent to start reading around the 'discipline' [SD].

Another said that the 'reflective practitioner' approach encouraged by the ILT/Academy had helped the viewing of compulsory elements of PD [in the course for new academic staff] in a more positive light. The other three were not able to identify particular ways.

10. How did membership of the ILT/Academy help you identify appropriate developmental activities?

For three it's been of no obvious help. One of those made the observation that the ILT was 'in competition with the group we saw as our professional body (HESDA)'.

Another respondent considered the ILT/Academy journal articles relevant and thought provoking, and so helped awareness and reflection; articles were appreciated for not being 'grandiose', and written by people in the field.

The remaining respondent felt the Academy generated a background awareness that there are things to improve, ways to grow... but it was not clear that the Academy had directly led to a particular choice of activity. Regional events (as previously run by ILT) were missed.

11. In what ways does engaging in PD help you in your day-to-day work?

All said that the encouragement of reflection/self criticism has been of huge benefit and gave examples of this. This had often led to the identification by the individual of different ways forward or of developmental activities that they wish to engage with (time and availability permitting!)

12. *In what ways does engaging in PD help you in your career progression?*

For three respondents, career progression was very much secondary to excellence as a practitioner – which, if achieved, could perhaps help in career progression.

Two respondents noted that excellence in one's field can only take you so far. Progression then means - management?

One explained that PD had helped identify what might be possible in terms of career progression – a positive move has since been achieved.

13. *How does membership of the Academy help you think about the wider implications of your role within your organisation?*

Two respondents said the Academy made little impact. The 'Times Higher' was cited as a better way to keep up with what is broadly happening in the sector. Another cited individual colleagues who do discipline-related research that has more immediate relevance.

The remaining two were a little more positive – 'the Academy helps to identify external drivers that influence our field and are a potential source of information about changes in the sector and how the challenges might be addressed'; 'the Academy helps us to remain mindful of educational principles to challenge assumptions.'

14. *Considered between 6 and 7*

15. *What do you think others think of the Academy's proposals for a CPD scheme – what's its reputation amongst your colleagues?*

Four respondents considered that Academy itself was not generally held in high regard, and its CPD proposals/pilot were therefore not widely considered. The other 'didn't know' but said that there would be an anxiety about bureaucracy, jumping through hoops, etc.

One made the point that there is now an implicit UEA endorsement of the Academy because membership application is a major component of one route through the (compulsory) programme for new academic staff.

16. *Anything else?*

Two additional comments:

(a) 'Good luck to the Academy's CPD scheme. We can influence it by being part of the Academy. Current subscription [to the Academy] is worth it NOT to have an OFSTED imposed on us.'

(b) 'I wish I had more time to give to the Academy and to reading its journal. For too long, HE teaching has been a 'given' – you wouldn't get away with it in a school. HE students are paying, they deserve a good standard of education that is relevant to their aspirations.'

3.7 National Health Service (NHS)

This is a summary of a telephone interview with a Senior NHS Organisation Development Consultant and a face to face discussion with an NHS Training Manager

The NHS is implementing a major- integrated- job evaluation, performance and CPD framework as part of the Agenda for Change Programme(AfC)

NHS Knowledge and Skills Framework

The KSF framework is to become the key process used in determining performance levels, progression and reward based on specific job criteria. The Framework is used to describe the Knowledge and Skills all staff must apply in their work to deliver quality services. It's implementation requires that all NHS staff/jobs have a full Knowledge and Skills Outline.

I have seen an example Outline for a managers job and it runs to 112 pages. It is not reproduced here!

The **KSF** describes

- knowledge and skills required to be effective for new entrants to a job
- knowledge and skills required after 12 months
- knowledge and skills required after a number of years (defined)

There are Core Dimensions (eg Communication), Specific (job) Dimensions and Level Indicators against each of the Dimensions (*by which the persons performance can be measured*)

AfC implementation requires that all staff have a KSF and use it to produce a Personal Development Plan (PDP) by October 2005. (*I understand that the target has been missed for a number of staff groups*).

When all Outlines have been produced they will be used in **Appraisals** to measure performance and determine progression through 'gateways' (*skills, qualification and performance thresholds*).

Annual **Appraisals** (with two interim reviews!) will be the vehicle for reviewing learning and development progress against the KSF Outline. *See below for example evidence.*

An outcome of the Appraisal is a Record of Achievement, any agreed Objectives, and the (revised) PDP .

At two points (Gateways) in the pay band this evidence of achievement will inform pay progression.

- *after 12 months in post (Foundation Gateway Review)*
- *at the Second Gateway Review when evidence must be presented of meeting the **Full KSF Outline.***

Example of appropriate evidence for a 'Registered Practitioner'

CPD Portfolio	Reflective accounts and diaries
Work products e.g. training and education tools	Case study presentation
Formal Courses with post course reflection	Project work and audit

Appendix: The interview sheet

Notes:

- XXX = your assigned professional body.
- Some cpd schemes are known as frameworks.

Please:

- Assure anonymity, explain purpose (below)
- Explore any 'asides' or interesting observations as you see fit.
- Adapt the jargon to fit the situation, and don't worry about delivering the questions using the exact words given here, as long as the sense is maintained.

Prof. Body:

Date/time of interview:

Purpose of overall project:

To compare and contrast how a variety of approaches to professional development seem to work in practice.

Questions -----

1. Is membership of XXX obligatory for you to practice?

Y / N

Comments:

2. If not obligatory: Why did you choose to join XXX?

3. What was involved in first becoming a member of XXX?

4. Within XXX, is participation in the cpd scheme/framework obligatory?

Y / N

Comments:

5. If not obligatory, why did you choose to follow this particular cpd scheme/framework?

6. Can you briefly tell me how their cpd scheme/framework works?

7. Does your employer/manager see your cpd plan?

Y / N

Comments:

8. What have you done in the last couple of years that has contributed to your professional development?

9. How did your involvement in the cpd scheme/framework encourage you to seek those developmental opportunities?

10. How did the cpd scheme/framework help you identify *appropriate* developmental opportunities.?

11. In what ways does engaging in cpd help you in your day-to-day work?

12. In what ways does engaging in cpd help you in your career progression?

13. How does this cpd scheme/framework help you think about the wider implications of your role within your organisation?

14. In what ways (if any) do you think this cpd scheme/framework could be changed, to deliver greater benefit to you?

15. What do you think that *others* think of this cpd scheme/framework – what's its reputation amongst your colleagues?

16. Anything you'd like to say about this approach to cpd that hasn't already been covered?

===== **Thank you!** =====

Any final observations by interviewer, for feedback to Task Group?