

# CPD Frameworks for Academics: Gateway to Success or the Door to Hell?

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# Doom 3: The Gateway to Hell is Open



# The Doorway to Heaven



**EDU**cation

EDUCATIONAL DEVELOPMENT UNIT  
Learning, Teaching and Research

# Heaven or Hell?

- Recognition + Reward = Heaven
- Managerialism + PDR = Hell
- CPD Framework = enabling bridge?



# The Secret?

- No Sugar coating:
- University-relevant



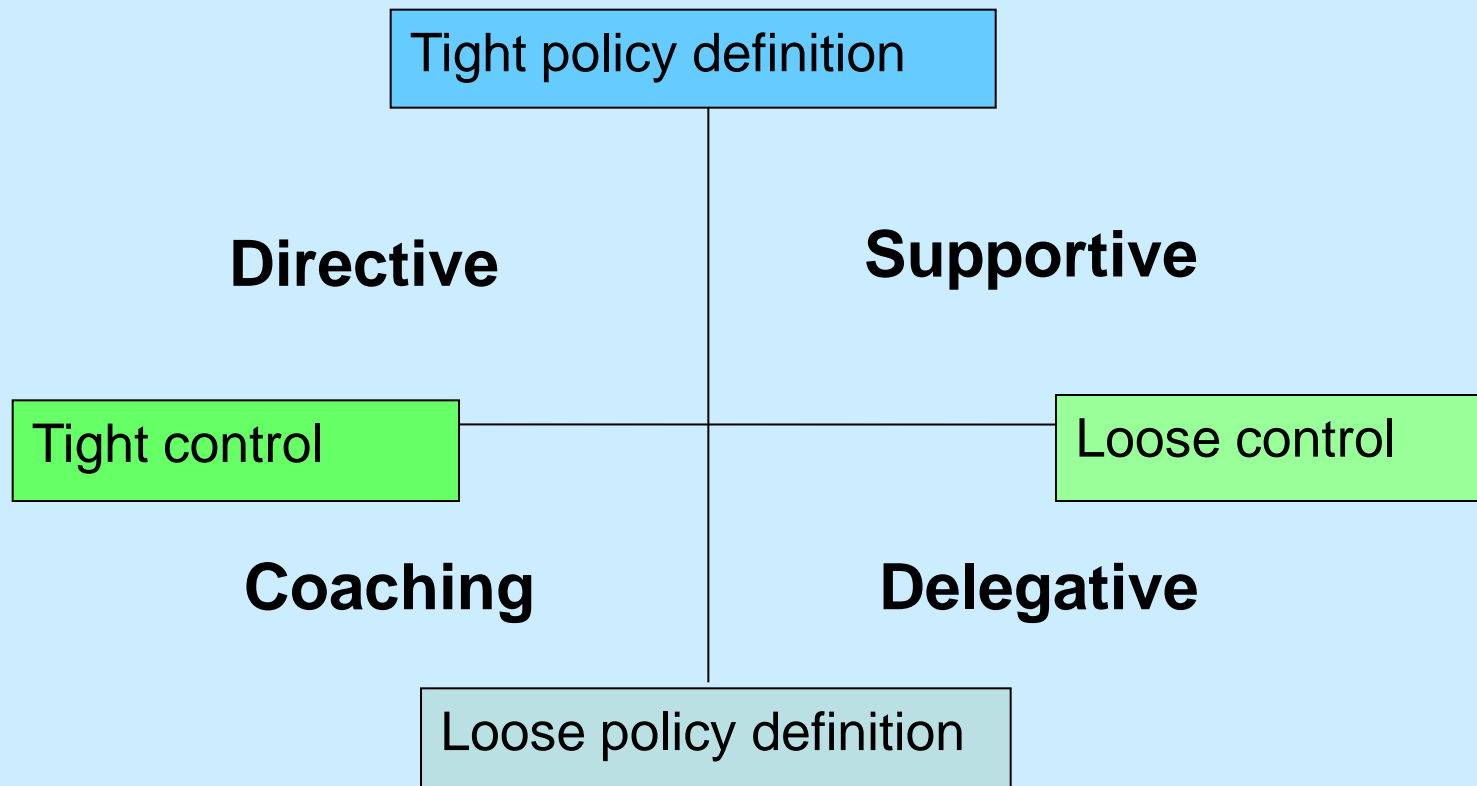
- *Just a chance an appropriate framework might open doors, if appropriate*
- So what's appropriate?
  - Factors / Issues
  - Examples
- Discussion



# What is appropriate?

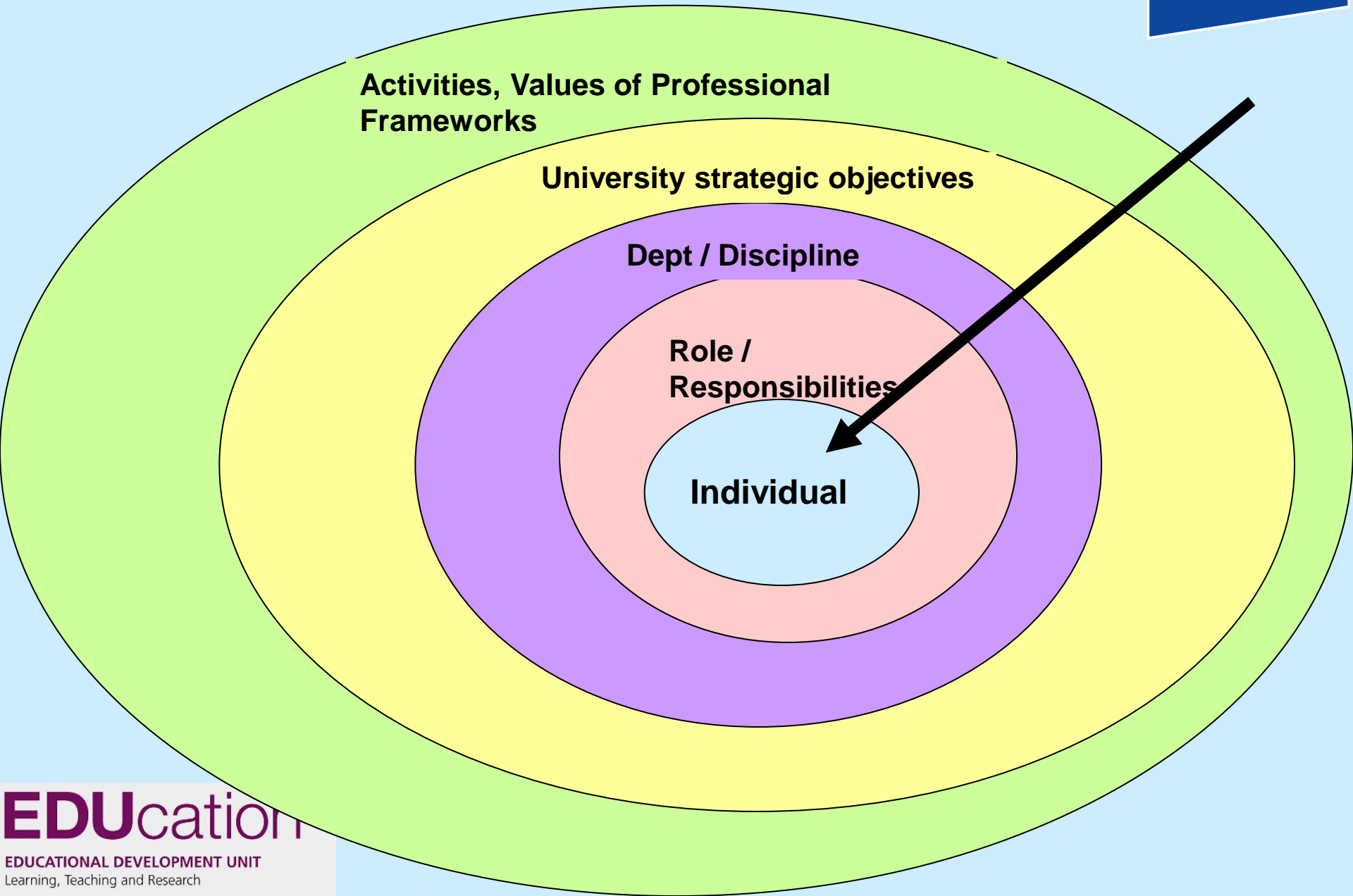
- Factors...

# Framework works within university cultures

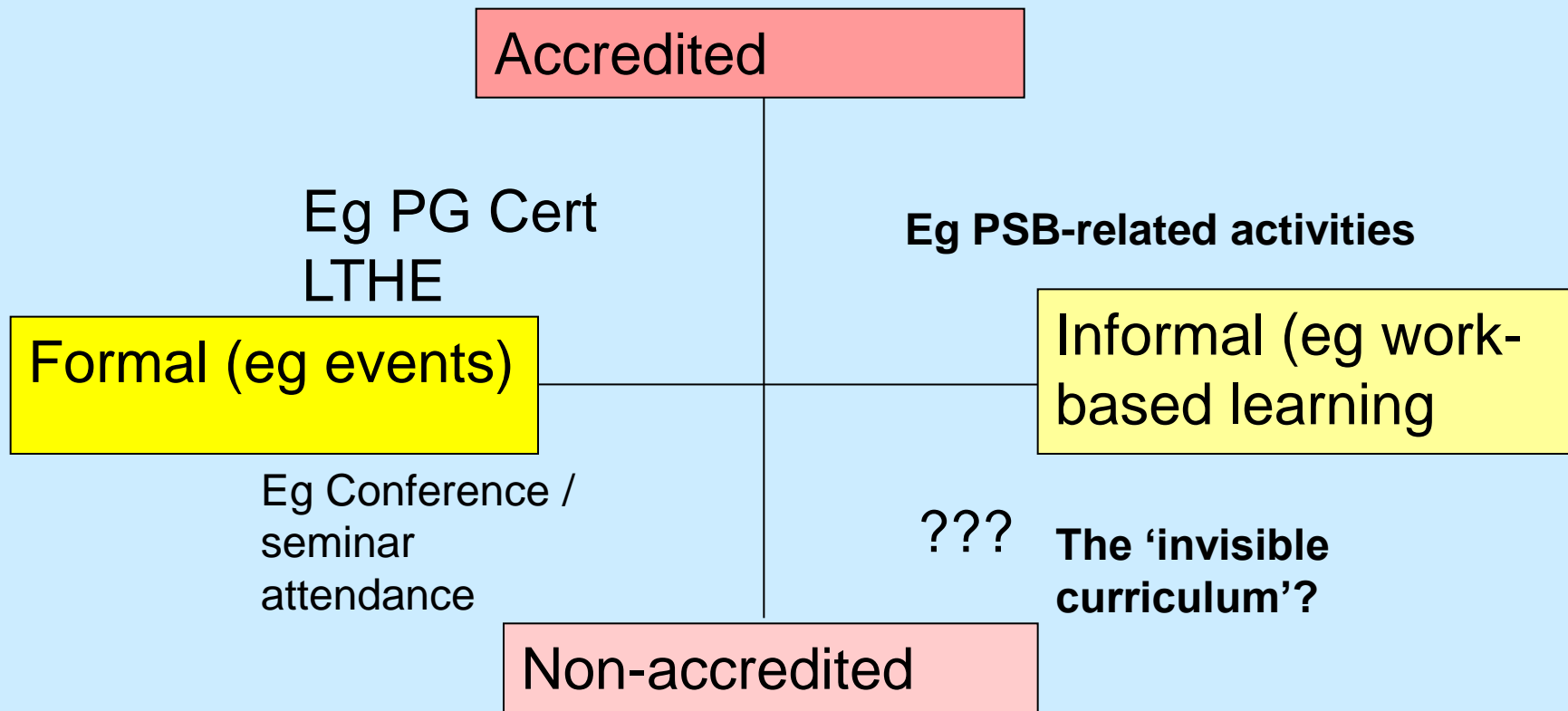




# Recognises interlocking needs



# Recognises Range of CPD



# And recognises the range of academic activities

- Learning and Teaching
- Research
- Administration, Management, Leadership
- (but could also be applied to other staff groups)

# What's on offer?

- National Standards Framework
- SEDA PDF
- HERA
- Role / activity
- Broad standards
- Competency
- Avoids competency discourse; situated in real life activities

# CIPD Learning and Development Survey (2007)

- 60% of respondents had a competency framework in place for their organisation
- Of those who didn't (48%) intended to introduce one
- 40% of those are organisations employing 250 or less, + private sector

# So why not a competency framework for academic work?

- ‘Business’ / activity relevance?
  - Generic, commercial. Not academic
  - Discourse of business
- Anti-academic culture: top-down, managerial, non-collegial
- Smacks of lower level qualifications (NVQ/SVQ)
- Failed previous attempts
  - (early ILT)





# So what could work?

- CPD provision = outer ‘wrapper’ around institution’s PDR: sine qua non (Baume, 2007)
- Chunks of learning / different groups
  - VERY broad framework: flexible but specific
  - (Probably) not qualifications-based
- CPD as a **culture of enhancement**
  - managed, not managerial
  - encouraging self-regulating individuals to enhance the quality of what they do
  - work-related / work-based

# So what could work?

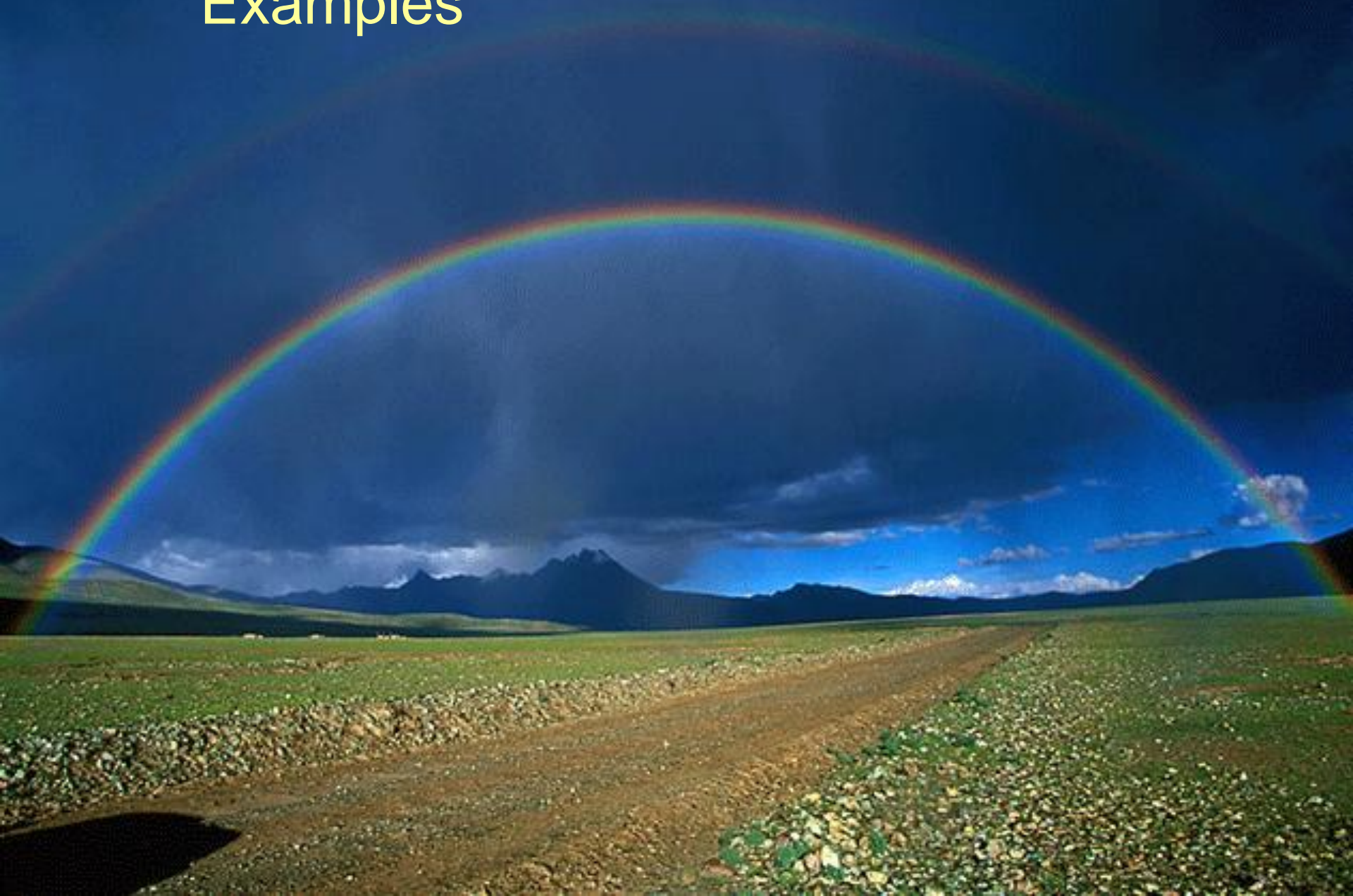
- Linking needs at different levels (insti, dept, individual)
- Staff feeling valued: *enabling* CPD rather than imposed
- CPD which meets needs / resolves problems
- CPD framed within academic activities (getting grants; supervising PhDs; designing modules)
- CPD using academic mores (peer review and collegial support rather than bureaucracy)

# Challenges

- Top down: resistance
  - How to make it meaningful? (See current HWU EDU framework - handout)
- Getting staff + managers on board
  - Cynicism, ‘compliance’...
- Input – output:
  - Minimalism replaces maximilism



# Examples



# (HEA) NSF

- Higher Education Academy expects members to
  - engage in appropriate CPD activity
  - be able to confirm that such activity has taken place.
- To be in good standing, members are expected to be able to demonstrate:
  - commitment to their own CPD **in relation to the Academy's areas of professional activity and core knowledge;**
  - commitment to the Academy's professional **values;**
  - willingness to open their practice to peer comment and review.



# MMU CPD Framework

- Focuses on provision in the following areas of Academic Practice:
  - Learning and Teaching
  - Academic Leadership
  - Research and Scholarly Activity
  - Diversity and Inclusion
  - Widening Participation
  - Supporting and Developing Learning
  - Academic Enterprise and Employability
  - E-learning and the use of new technologies
- Via CPD units and pathways
  - [http://www.cpd.mmu.ac.uk/?page\\_id=19](http://www.cpd.mmu.ac.uk/?page_id=19)



# LJMU

- Life Cycle + NSF
- <http://www.ljmu.ac.uk/lid/ltweb/90593.htm>

# HWU: Proposed Framework

- Role + Activity Template:
- [H:\University\CPD\HWU CPD Cycle Draft 1.doc](#)
- Examples:
- [H:\University\CPD\HEA CPD handout May 08.doc](#)
  - Your handout

But still a rocky road...



# Questions for discussion

- Formalised CPD
  - moral / business obligation of universities, or gateway to hell, obstructing creative academic activity?
- To what extent could a CPD framework help your institution to support and develop academics in their work?
- What would it look like?
- How would you get academics on board?