

## **Framing Development: Concepts, Factors and Challenges in CPD Frameworks for Academics**

Veronica Bamber  
Centre for Academic Practice  
Queen Margaret University, Edinburgh, UK  
[vbamber@qmu.ac.uk](mailto:vbamber@qmu.ac.uk)  
Tel. 0131 474 0000

### **Abstract**

The National Pay Framework in UK universities has brought not only new pay arrangements, but the expectation that reward, recognition and appraisal systems will also be 'modernised', and that frameworks for staff development will connect in with these. This paper considers whether generic continuing professional development (CPD) frameworks are appropriate for academic activities, and contributes to the debate on reward and recognition for teaching. Finally, the paper offers recommendations on what CPD frameworks might look like in university cultures in which academics still expect autonomy and discretion over their own development.

**Keywords** CPD, academic development

### **Introduction**

According to some commentators (e.g. Friedman & Phillips, 2004, p.361), Continuing Professional Development (CPD) is a key element of professional life, and CPD is used increasingly as an umbrella term for "professional learning and development activities", often linked to professional accreditation (Rothwell & Arnold, 2005, p.18). In UK Higher Education (HE) the place of CPD has risen up the agenda, on the back of the National Pay Framework for HE staff (UCEA, no date). This Pay Framework was agreed between stakeholders across the sector, with the aim of modernising pay arrangements, but with the acknowledgement that a reward and recognition framework requires an accompanying staff development framework. The pay agreement, therefore, has wide-

ranging repercussions for the whole human resource function in UK universities. This paper looks at one aspect of that function, the implications for CPD for academics.

Traditionally, CPD has been an injunction by a professional body on its members to fulfil specific learning targets, usually easily measured and of crude design (Becher, 1999, p.233), but there is no shared understanding of what CPD is or should be (Friedman & Philips, 2004, p.362). Neither is there clarity as to what constitutes a CPD framework. One broad conceptualisation is that, if CPD is a loose, possibly unrelated set of staff development opportunities, such as courses, then a CPD framework represents an attempt to organise and present these opportunities in a structured, integrated approach which is contextually relevant for the individuals involved. This can be as simple as presenting opportunities at different levels, and specifying a number of required hours per year. For members of the Chartered Institute of Personnel and Development (CIPD), for example, 35 hours per year of CPD activity are expected (Rothwell & Arnold, 2005, p.19). Some professional bodies count course attendance hour against hour, while reading books has half weighting in hours (Roscoe, 2002, p.6). This avoids the difficult question of how much learning has gone on in the 35 hours (Roscoe, 2002, p.6), or how the individual's development fits with other workplace needs. So while these approaches are amenable to measurement and monitoring, they focus on the quantity of development activities (output) rather than their quality (outcomes).

Where accountability and managerialism are major drivers, then an output-based CPD framework may be acceptable. Professionals in a range of fields are required to demonstrate that they have completed CPD activities, not only to register with their professional body, but also to remain in good standing, and the professional body will prefer a manageable framework. A case in point is Pharmacy, where the last ten years have witnessed a move towards mandatory CPD (Farhan, 2001; Royal Pharmaceutical Society, 2008). Another example is the national CPD framework for school teachers in Scotland, which emerged following the McCrone Report (Scottish Executive Education Department [SEED], 2000), a professional standards framework to cover the key stages of teachers' professional lives. There is now a professional standard for each of the key stages of teacher development - the Standard for Full Registration, the Standard for Chartered Teacher and the Standard for Headship, professionally accredited by the General Teaching Council for Scotland. However, there are significant differences between schools and universities. In schools, the level of requirement has been more

specifically influenced by government (Purdon, 2003: 423), so although most (but not all) universities expect new academic staff to attend a formal, accredited programme (Bamber, 2002), school teachers' entry CPD is a statutory requirement (Purdon, 2003: 432). Even if resentment at mandatory requirements is still present in schools (Rothwell & Arnold, 2005, p.19), school cultures are more accepting of CPD expectations than is the case in universities, where it is still the case that 'the individual academic's power of veto is a more potent barrier against change than his power of assent is a force in support of it' (Becher & Kogan, 1980, p.141).

In no profession has the move to CPD requirements been unproblematic. While employers and government may see CPD as a potential panacea for issues of workforce capability and a support for the future economic development of the country (Friedman & Philips, 2004), individual professionals often consider CPD to be a top-down imposition (e.g. Purdon, 2003; Beck, 2008) to which they will pay lip service but little more. They may deprecate the discourse of 'life long learning' and, worse, they may see CPD as part of a growing deprofessionalisation of the profession itself (Beck, 2008). For these reasons, professional associations have often fudged the question of compulsory CPD (Roscoe, 2002, p.3), in order to avoid resistance from members.

For the academic profession, the Dearing Report (National Committee of Inquiry into Higher Education [NCIHE], 1997) brought recommendations about professionalisation and training for lecturers, although there was opposition from the start to the notion of mandatory training or CPD, both from individuals and from the universities (Institute for Learning and Teaching Planning Group [ILTPG], 1998). Since then, the complex, contested nature of professional cultures in HE and the loyalties of academics to their discipline rather than the institution (Harvey & Knight, 1996, p.159) have ensured that the debate continues. Elton, for example, has pointed out that, although the provision of CPD for other professions is part of academics' practice, they are still resistant to their own continuing professional development (Elton, 2002, p.3). Unsurprisingly, then, the concept of a CPD framework is not common currency in HE, and the aim of this paper is to consider the issues around CPD frameworks and how they relate to academic staff. I will consider what the trajectory of CPD has been, what some institutions are doing with their CPD frameworks, and recommendations for those who have not yet developed their provision.

## **A Brief History of CPD for Academic Staff**

When the Hale (1964) and Robbins (1963) Committees asked UK universities if it was desirable to give “some form of organised instruction or guidance on how to teach” to newly-appointed teachers (Hale, 1964:, p.104), the majority 58% response was positive (Robbins, 1963, p.189; Hale, 1964, p.104), especially in Scotland (a 65% ‘yes’ vote), but less in Oxford and Cambridge (48%). Only 17% of new staff had received even a little instruction (Robbins, 1963, p.189). However, there was resistance to full-time training courses - what new lecturers required was “the techniques of lecturing and conducting discussion groups” (ibid: 286).

The emergence of managerialism and quality assurance measures in the ‘80s (especially in the then polytechnic sector) brought increased training provision, although the Committee of Vice-Chancellors and Principals (CVCP) still highlighted limited staff development (CVCP, 1987, p.5). The Jarratt Report (1985) recommended that all universities examine their structures and development plans to meet the requirements for the introduction of staff development, appraisal and accountability (Griffiths, 1993, p.252), and by the early ‘90s it seemed that most UK universities were providing some form of training in teaching methods, via short courses (Dallat & Rae, 1993). The late ‘90s brought a step change, when the Dearing Report (NCIHE, 1997, Para 14.28) stated, *inter alia*, that “higher education teaching needs to have higher status and be regarded as a profession of teaching”. Dearing’s recommendations led to the establishment in 1999 of the Institute for Learning and Teaching (ILTHE), and the accreditation of formal provision for the development of new lecturers, usually in the form of postgraduate certificate courses. In 2003, the final report of the Teaching Quality Enhancement Committee (Cooke, 2003) on future support for the quality enhancement of learning and teaching in HE recommended that the ILTHE be incorporated into a new body, the Higher Education Academy (HEA). Cooke commented on “a recurrent desire that the setting of standards for CPD should be seen as a priority” in the sector (Cooke, 2003, p.49). This was followed by the development of a national Professional Standards Framework (PSF) (HEA, 2006). The PSF was “developed for institutions to apply to their professional development programmes and activities and thus demonstrate that professional standards for teaching and supporting learning are being met” (HEA, 2006, p.2). The framework provides high level descriptors against which HE institutions apply their own criteria in the application of the framework. Six areas of activity, core

knowledge and professional values are applied to learning outcomes and assessment activities within the institution's professional development programmes (ibid: 2). The PSF has the benefit of being centred on student learning. Recent discussions (at the SHEER (Scottish Higher Education Enhancement Research) Seminar, University of Edinburgh, 19 November 2008) in the Scottish sector supported the idea of developing a flexible, staff-centred CPD framework in academic practice that had the support needs of the individual at its heart, and this was seen to be compatible with student-centred approaches to learning and teaching. However, there is still ambivalence as to how seriously the PSF is being taken by universities. For example in a 2007 survey of Scottish institutions, the PSF was seen by some as not particularly relevant to them, although a few universities had reshaped their promotion procedures around the PSF (Bamber & Thomas, 2007). A great deal of work remains to be done in bringing student-centred learning commitments and academic CPD frameworks together.

The National Pay Framework (UCEA, no date) heralds a different agenda, in which universities will be looking to formulate their CPD provision within a framework which is compatible with the Higher Education Role (HERA) criteria which have been used to evaluate jobs within the National Pay Framework. Rather than student-related factors, the criteria relate to generic activities such as team working, liaison and networking, problem-solving and communication. Future reward and recognition processes are likely to consider self-improvement within a framework which recognises HERA and both institutional and individual levels of need. However, here again there is a great deal of work to be done. Twenty-five years after Griffiths suggested using appraisal linked to staff development to meet both individual and institutional needs and individual objectives "to the mutual benefit of both parties" (Griffiths, 1993, p.252), the link has still not been effectively made in most institutions. Furthermore, academics still "do not demonstrate an appetite for training" (Jackson, 1997: 103), and they will need convincing if this value is to be changed. In the next section, the question is asked as to what type of CPD framework can help to meet these challenges.

### **What type of CPD Framework for higher education?**

Given the nature of the academic profession, any CPD framework must take account of

the cultural and political realities of how universities work. McNay's (1995) sketch of four cultures (collegium, bureaucracy, corporation and enterprise) within universities is still valid, although the picture is perhaps even more complex over a decade later, with varying cultural patterns not only between institutions, but between departments and subject groups within those departments. What is common in all of these cultures is some degree of academic autonomy and discretion over how academic work is carried out, and a critical approach to top-down change. This means that, while simplistic frameworks may seem manageable, they will alienate rather than engage staff unless they take cognisance of these complex academic cultures and professional practice in HE. This is likely to include the difficult challenge of encompassing informal, perhaps tacit learning which may not currently be considered 'CPD', and which is not easily susceptible to being measured or assessed. While there is a place for formal, centrally provided learning and development, much knowledge in universities is encultured (Blackler, 1995), and is acquired through a process of social construction between colleagues. The acquisition of that knowledge takes place in many informal ways, including through experience (Eraut, 1985). Becher (1999, p.233) warns us of the danger that staff will be antagonised if the informal learning activities which are the major source of professional development are ignored.

This means that becoming effective in their professional activity does not necessarily involve lecturers in a course of study, since learning is about "changing participation and understanding in practice" within a community of practice, and decontextualised learning activity is "a contradiction in terms" (Lave, 1993, p.5). Instead, they participate in collaborative learning, for example via the process of narration and social construction, and through this become members of their community of practice (Seely Brown & Duguid, 1996, p.67). What academics also do is carry out scholarship, whether related to their subject discipline or their learning and teaching practice. However, these activities, while important, may be insufficient to meet the range of needs which a CPD framework should meet; for instance, individually-driven learning may not be framed with institutional or student needs in mind. So, a CPD framework based mainly on non-formal learning would run the risk of covering only one type of need, or the needs of one group. What may be helpful is recognition of the way academics learn and develop themselves within their communities of practice - alongside other, more strategically focused, provision.

One possible approach to tackling these issues is to adopt a broad framework which can be adapted to the local context, such as the UK Professional Standards Framework (HEA, 2006), and which allows for different types of learning. Frameworks in different institutions may or may not be recognisable as similar CPD frameworks, but if they take the PSF as a basic building block, and take certain key factors into account in their design, then interesting outcomes might ensue. Formal, qualifying courses can be incorporated into CPD arrangements, but should not be treated as the primary CPD activity simply because they are easy to record and audit (Roscoe, 2002, p.6). The next section deals with what the key factors in designing a CPD framework might be.

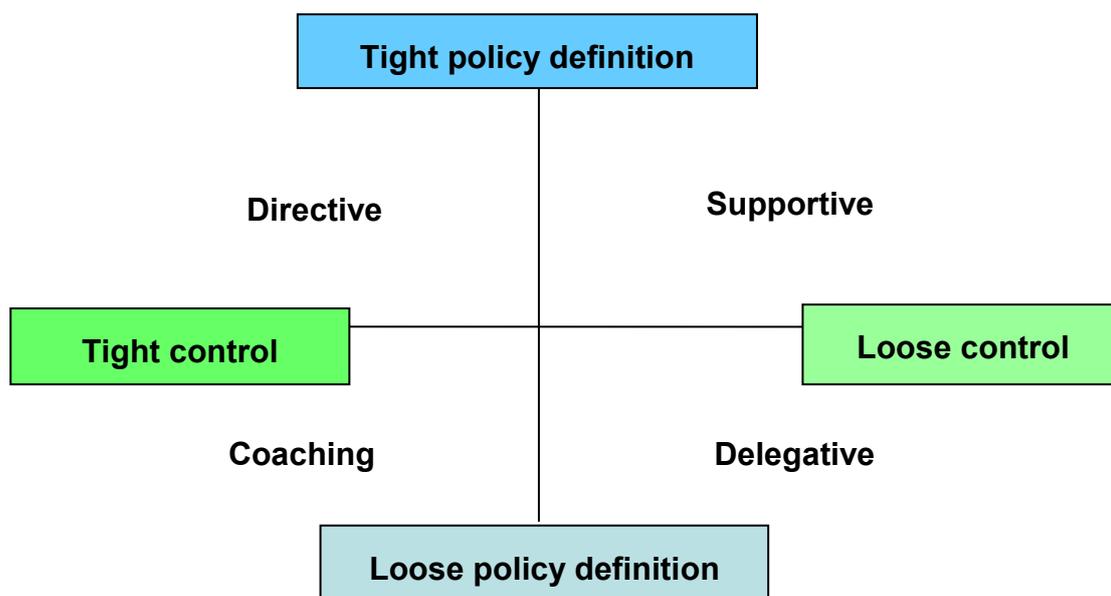
### **Factors in CPD Framework Design**

Learning within a culturally-appropriate CPD framework is unlikely to depart from the reflective practitioner model of development which is typical – with good reason - of most professional CPD schemes (Schön, 1983, 1987; Friedman & Phillips, 2004). In the academic context, reflective practice underpins the scholarship of learning and teaching (Brookfield, 1995), and so an appropriate CPD scheme could support this scholarship, and continuously support practice being enhanced by scholarly evidence. Other benefits of reflective approaches are that they are work-related, and that the individual member of staff has some control and discretion over what and how they develop, in the light of their career stage and needs. Importantly, the reflective model also allows for academic values of autonomy. Reflective approaches may not be perfect, since they reinforce the notion of the individual learner when inter-subjective learning is a key part of learning through experience, but reflection is required in order to generalise from that experience and apply it in other situations (Megginson & Whittaker, 2003, p.29).

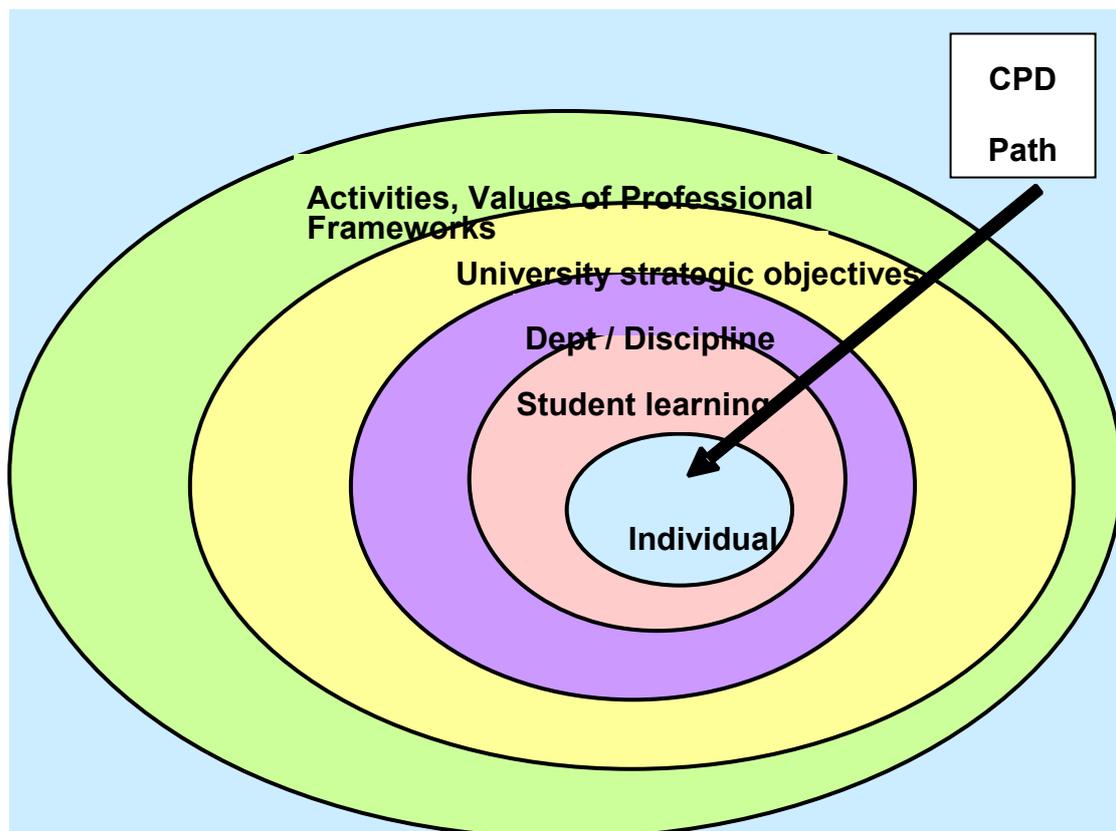
Another factor is that, again for reasons of cultural relevance to HE, competency-based frameworks which take an apparently mechanistic or prescriptive approach are likely to undermine the principles of CPD, rather than encourage positive responses (Roscoe, 2002, p.6). Moreover, frameworks which are insensitive to the diverse nature of institutions are unlikely to work in situ. What is needed, then, is a broad conceptual framework which sits within loosely coupled systems (Clark, 1983; Weick, 1976); loose enough to allow independent decision-making by those with a range of needs, but tight

enough to be recognisable as a formal structure with common, identifiable goals (Clark, 1983, p.137). Ambiguity, messiness and diversity are all necessary parts of a creative academic environment in which there is room for interpretation and negotiation of differing wants and needs. This is especially important in CPD design, when individuals have such differing needs; consider, for example, the demographic differences found in a CIPD survey, which indicated that women valued CPD more than men, and that long term members were less interested in CPD than newer members (Rothwell & Arnold, 2005, p.20). Similarly, Prosser, Rickinson, Bence, Hanbury, & Kulej (2006) found that institutional, discipline and gender variations affected the attitudes of new lecturers to initial development programmes in UK universities. In this case, a focus on individually relevant, work-related CPD is preferable to what might be perceived as bureaucratic form filling to meet a formal requirement, with little end result (Roscoe, 2002, p.7). Any CPD framework, then, needs to fit not only the individual, but also the institution. Adapting from Blackmore and Castley (2006), and drawing on McNay (1995), the framework needs to be designed according to the looseness or tightness of control and policy definition in the university. Depending on the culture, the framework will tend towards being directive (e.g. mandatory qualifications); supportive (e.g. helping towards accreditation); coaching (e.g. based on peer support); or delegative (e.g. decided between manager and staff member at the local level) – although the reality is that a mix of cultures within institutions will lead to a mix of these modalities. However, the analysis is useful for those thinking about how to work with the prevailing culture. Figure 1, where looseness and tightness of policy definition and control are on the two axes, and possible CPD approaches are placed in the quadrants, illustrates the different cultures and ensuing CPD orientations:

**Figure 1.** CPD Frameworks and University Cultures

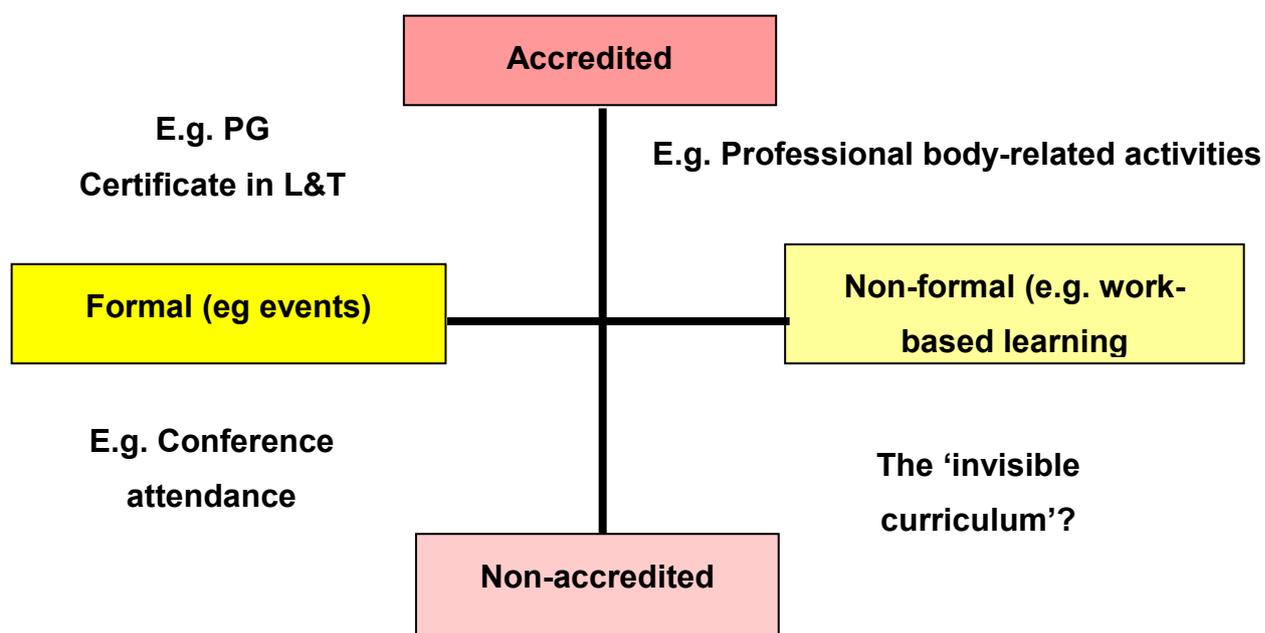


As well as being appropriate for the university environment and culture, a CPD framework has to accommodate discussion of national, institutional and departmental requirements, as well as those of the individual. For instance, the framework would acknowledge that CPD has many purposes, including support for achieving the individual's career goals, and for employers to update staff knowledge (Rothwell & Arnold, 2005, p.20). At the national level, attempts at homogenising CPD arrangements for new lecturers have met with varied levels of success (Prosser et al, 2006), but this is no reason to abandon the attempt, and so national standards should also be in the frame. The framework would also acknowledge the importance of the student learning experience, and of scholarship. Figure 2 (below) illustrates how an individual's CPD path intersects with requirements at different levels:

**Figure 2.** Interlocking Needs of a CPD Framework

It has already been acknowledged that academics very often develop themselves using non-formal learning, and yet CPD schemes in different professions often do not even mention “workplace learning” (Roscoe, 2002, p.6). So the next factor, as illustrated in Figure 3, is that non-formal learning should be articulated in the CPD framework. In fact, this non-formal, non-accredited, often unacknowledged activity could be termed the ‘invisible curriculum’ in an academic’s learning. It includes all those professional activities, many of which are visible but not conceived of as CPD, but which contribute to the academic becoming a more knowing professional. This non-formal learning is difficult to measure, but, again, this is no reason to ignore it. The invisible curriculum constitutes the bottom left hand quadrant of Figure 3, which depicts learning as being either accredited or non-accredited on one axis, and formal versus non-formal on the other:

**Figure 3.** A Broad, Flexible Framework



(Adapted from Blackmore and Castley, 2006)

In considering what the different learning and development activities might be in that important bottom right hand quadrant of Figure 3, these will vary between institutions and between academics, but there are a range of common activities which tend to be undertaken. These could be classified as Organisational, Academic, Professional, Personal, Service and Networking:

**Table 1.** Examples of Non-formal Learning Activities

Type of CPD activity	Example
Organisational	Committee representation; working group
Academic	Journal reviewing; validation panel member; writing; data gathering
Professional	Consultancy; committee work in professional association
Personal	Written reflection; reading scholarly work
Service	Community contributions; charity work
Networking	Blog discussion of professional issues; learning from colleagues in workplace; mailbase participation

This list demonstrates that CPD is not always 'provided' in the workplace, by the University, and that it may be implicit in everyday work and self-derived (Eraut, 1985). In fact, it is likely that, for experienced staff, most of their CPD activity goes on in that bottom right hand corner of Figure 3, and that they are not even aware that what they are doing constitutes 'development' (Roscoe, 2002, p.5). In a survey of Chartered Institute of Personnel and Development members, it was found that the most popular CPD activities were reading books and journals, followed by work-based and organisationally located informal learning (Rothwell & Arnold, 2005, p.28). The most favoured activities tended to be "those that occur naturally as part of everyday work" (Rothwell & Arnold, 2005, p.28). There is no indication that academics would differ from this pattern: Eraut (1985, p.119) indicates that most professionals intuitively use experience-derived know-how.

Even if it is difficult to measure non-formal activity, a CPD framework needs to acknowledge this important component of professional learning, and recognise how experienced academics update their learning: "they stay expert by continuous engagement with their field of learning and practice" (Kogan et al, 1994, p.75). Clearly, a CPD framework which places these activities at its centre runs several risks: for academics who consider their "field of learning and practice" to be subject discipline research, teaching and management might be neglected; engagement becomes the domain of self-selecting aficionados; and institutional or departmental needs may not be considered. Again, these are challenges to be met, not reasons for introducing a framework which will only serve to alienate staff.

The next issue in designing a CPD framework relates to making the framework relevant for the individual and their work. Basic questions need to be addressed:

- What skills and knowledge does the academic have?
- Which ones are needed to function at this level of appointment, in this discipline, in this type of institution?
- How can they be assisted to acquire the knowledge, skills and experiences needed? (Kogan et al, 1994, p.84)

These questions need to be asked and answered explicitly, even if there are no simple answers, thus bringing tacit, hidden learning into the public sphere of structured

dialogue with colleagues. This is likely to be within an appraisal system, but may also be within other discussions of team or departmental needs. In this case, the line manager or appraiser will be unable to support the future development of both the individual and the team if they are not cognisant of what opportunities are available for developing them – and this is where the structure of a CPD framework can be of practical help. As illustrated in Figure 2 (above), it links the role and needs of the individual, the needs of the institution and department, and the future prospects or roles for which development might be helpful. However, the framework must be appropriate for the context, and flexible enough to allow for individual differences.

### **A university-relevant CPD framework**

Most UK institutions have linked their CPD provision for academics to the recognition scheme at three levels (Associate Fellow, Fellow and Senior Fellow) run by the Higher Education Academy (HEA, 2008). This scheme is designed to support the national Professional Standards Framework (HEA, 2006). In a number of universities, the link to the PSF is via a qualifications framework, usually a postgraduate certificate, diploma and masters pathway in Learning and Teaching in HE. The postgraduate certificate level is usually accredited by the HEA and gives Fellowship of the Academy. In this case, it is clear that there is a framework for the institution's CPD. However, a qualifications-based framework does not take into account the foregoing argument, i.e. that staff development for academics should be appropriate for academics' needs and cultures, and academics may feel that they already have sufficient qualifications (MacDonald, 2001, p.3).

In a number of other institutions, the qualification offered is only at pg certificate level, and it is more difficult to translate their CPD provision to the PSF, or, indeed, to see the PSF as a relevant framework at all. In fact, in a recent survey of educational developers in Scottish institutions (Bamber & Thomas, 2007) there was little sense that the PSF was being used as a CPD Framework. However, the broad, flexible approach of the PSF does mean that institutions have the possibility of designing local frameworks around it. A major flaw is that the "professional activity and core knowledge" within the PSF relate to only one area of academic work that of supporting the student learning

experience. The other two responsibilities of most academics – research and administration – are outside of the bounds of the PSF. For that reason, some institutions have gone beyond the limits of the learning and teaching focus of the PSF, and extended their provision to ‘academic practice’. This demonstrates that the PSF can, indeed, be the “enabling mechanism” that it aspires to be, to frame institutional provision (HEA, 2006), but also reveals the weaknesses of the PSF: it does not extend to the full range of academic activities, and, also, it is individually-focused, rather than recognising the collaborative nature of much academic work. A random choice of three different universities demonstrated different approaches to dealing with this issue.

An institution which has developed the PSF into its own, wider framework is Manchester Metropolitan University, where the CPD framework is designed “to meet ongoing staff development needs in the current Higher Education context and a rapidly changing institutional environment” (MMU, no date), as well as helping staff to gain accreditation with the [Higher Education Academy](#). There is a series of CPD units which are flexible and accessible to all staff, along individually negotiated ‘pathways’. The framework includes various aspects of academic practice, reflecting institutional agendas, with units on:

- 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.

In another example, the University of Essex’s CPD framework has been in place since 2005, with a focus which is also wider than the PSF, comprising learning and teaching, research and management. Again, staff have the opportunity of gaining an academic qualification and / or professional recognition, as appropriate. The rationale is that their professional development framework should build on the existing expertise base of staff, which is likely to be a factor for success. The framework “offers staff opportunities to gain qualification, credits or recognition for their participation in professional

development, supported at the core by a process of personal reflection and planning” (University of Essex, 2007). The base unit of the framework is, as in many universities, a postgraduate certificate in higher education practice, which is “work based and flexible” (ibid, 2007).

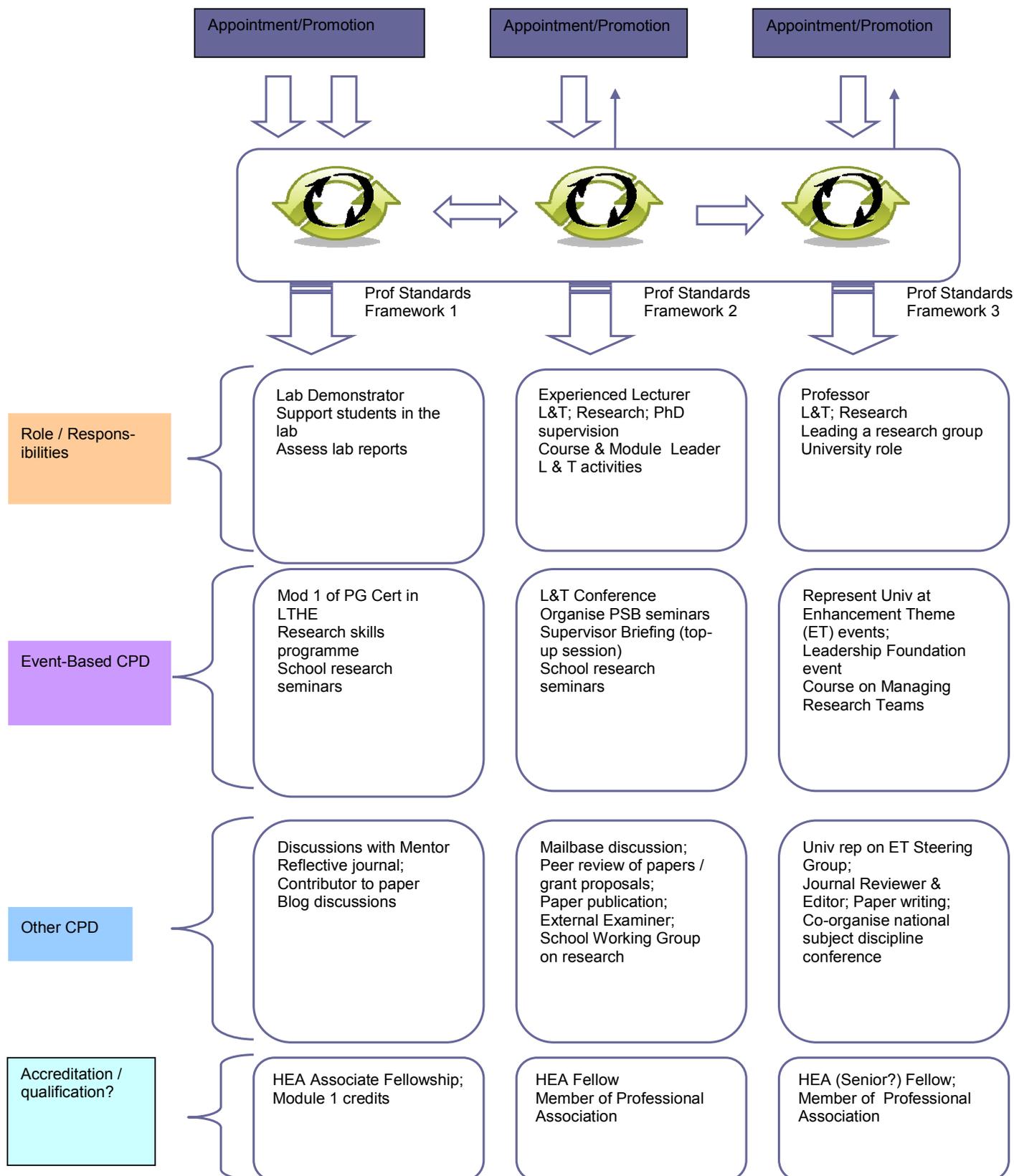
At Liverpool John Moores University (LJMU), a CPD framework has been designed within the three levels of the PSF, although the framework acknowledges that staff may need development beyond Standard 3. It also explicitly mentions engagement in non-accredited development activities, and engagement with peer review. Diagrammatically, the framework depicts the staff life cycle of entry into the institution, reward and recognition, and progression. This framework would seem to offer many benefits: it builds on the PSF but goes beyond it; it takes into account both non-formal and formal learning; it refers to activities which academics may find acceptable, such as peer review (since they will at least be accustomed to their research being peer reviewed); and it communicates the notion that staff may have different needs during their working career. The framework in Figure 4 has been adapted from the LJMU design (LJMU, 2007), for discussion in the author’s institution. To explain the diagram:

- The cycle at the top illustrates the process of entry into the institution at different levels, and promotion on the career ladder
- For illustrative purposes, three different levels of staff are given in the three columns, but the diagram might have one column completed for a specific member of staff’s current CPD needs, with a trajectory of future needs sketched into the other columns
- The first row indicates the activities which each member of staff carries out in their professional work.
- In the next row, the member of staff has indicated the formal CPD event which they have attended or wish to attend this year
- In the following row, non-formal learning activities are acknowledged: this might mean that for a specific individual the Event-based box is empty
- In the final row, any qualification or accreditation is noted
- In another iteration, the rows could cover types of professional activity (e.g. Research; L&T; support for Employability) rather than types of CPD.

This tool could be used in a number of scenarios: in appraisal; for self-evaluation and planning; for team discussion of needs; for planning or record keeping. In summary, it is a broad, flexible CPD framework tool, which acknowledges the PSF but also recognises the different learning styles and needs of the individual member of staff. An electronic version of the document could have drop-down boxes, so that in an appraisal situation, for example, the options available at each level are clear.

In summary, this tool facilitates the planning and recording of CPD activities at different levels. If used in conjunction with the other analytical tools in this paper (Figures 1-3), and the design factors described above, then a contextually-relevant approach to CPD within any institution could be designed. What the framework does not relate to is HERA categories, and this is problematic if reward and recognition are based on these categories. Implementation of a framework therefore requires close working with HR colleagues, in search of a solution which is both institutionally and nationally relevant, and academically contextualised.

Figure 4. CPD CYCLE with 3 Staff Examples



## Conclusions

This paper has argued that CPD frameworks can be helpful tools for both institutions and for the individual academics who work within them. A sophisticated, culturally sensitive framework would incorporate the development which professionals 'just do' in the course of their work (Friedman & Phillips, 2004, p.366), while also providing courses, events and other opportunities (such as mentoring) at appropriate levels for each individual, and qualifications when necessary – no mean task. A good CPD framework would also encourage staff not just to leave their learning tacit, but to take a deliberate, informed approach to reflective, non-formal learning, so that they are moving back and forward in a cycle of relevant reflection applied to work activities. Using the framework for dialogue with work colleagues gives an added bonus in promoting collaborative learning. While time and workload pressures are unlikely to reduce, academics do constantly engage in CPD activities, and the 'ideal' framework would give them some ownership of their CPD processes. However, what MacPherson (1997, p.263) calls 'anticipatory learning' can only take place if clear structures and opportunities are actively in place, and if there is a good understanding of what CPD is about. This paper has aimed to shed some light on all of these issues.

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