

How your employer can
support your **continuing**

education job **development**



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1. Introduction



Continuing and professional development is a broad term encompassing various different aspects of how you develop in your current role, in your institution and in your career. As set out in the national agreement, CPD schemes should improve the performance of the individual and their college. CPD should motivate staff and ensure they are, and remain, engaged in their role, their career and the life of the institution.

The CPD process will naturally be linked to other policies within the college. When negotiating a CPD agreement branches should ensure any links to other policies and procedures are appropriate and should discuss this with their regional office.

We will explore how there can be a positive link between CPD and appraisal below. However, branches should also be aware of potential dangers. For example, a capability procedure should make use of the CPD offering to ensure staff who are subject to a capability process receive the support and development they need. CPD should not be punitive. Failure to engage with any required training should be dealt with appropriately but CPD should not be used as punishment.

Induction training

CPD should not be confused with the need and obligation for your employer to provide you with a suitable induction programme and

ongoing training that is necessary for you to do your job in line with college policies and any relevant statutory requirements.

- updating basic first aid skills for relevant staff
- training on new college IT packages
- training on new curriculum requirements.

- subject-specific conferences organised by professional associations

pedagogic development including new evidence-based educational theory from organisations such as the Education Training Foundation

further qualifications in specialist subjects or in education.

Training is likely to be a series of isolated events that simply updates your existing knowledge or skills in line with college policy or government regulations. Cycle 10 in the national agreement

budget to ensure both the time and financial means are available for staff to participate in meaningful CPD.

Additionally colleges should always look to see where it is possible to provide the space for staff to share good practice and learn from each other alongside more formal CPD options. Such opportunities might include mentoring schemes, peer observations and using methods such as team teaching.

3.1.2 Training

As discussed above, training that is necessary for your role should be distinct from developmental CPD. You should have access to opportunities that allow you to develop in your role and to perform it to the highest standard. This may include a mixture of more generic skills such as time management or teaching qualifications and more subject-specific or specialist development such as an Asperger's awareness course for student counsellors.

development. It may also include

The national agreement clearly states that CPD must apply to all staff irrespective of job role, grade or contract type. A CPD scheme that is negotiated and agreed with UCU should apply to all of the following (this is not an exhaustive list):

- all lecturing staff
- staff on casualised contracts
- part-time staff (the expectations for CPD should be pro-rata)
- fixed term contract staff (this may be pro-rata for those on a contract of less than one year)
- staff falling under the provision of the Equality Act.

Consideration should also be given to those who have only worked for part of their 'normal' year such as those on maternity leave or long-term sick leave.

The spirit of the national agreements should be adhered to for lecturing staff in adult and community education (ACE) and youth workers.

Staff members employed through an agency should check where the balance of responsibility between the agency and hiring organisation sits. UCU believes agency staff should normally only be used to cover short-term

and unforeseen gaps and should not usually be hired to fill longer-term vacancies. UCU suggests that colleges should provide agency staff with any training that is particular to the role at that institution and should have regard to providing access to CPD where appropriate.

In a later section we will look in more detail at equality impact assessments, and branches should insist that their employer carries out an assessment. This will highlight any group or groups of staff that are not accessing CPD to the same degree as other groups.

It is worth branches considering in advance particular groups that may be more vulnerable when negotiating a new CPD scheme. Two examples of such groups are BME staff and part-time staff.

The Commission for Black Staff in FE reported in recent years that Black staff may have particular CPD needs.⁴ Employers should be aware of such needs and should discuss with the unions ways in which these needs can be appropriately addressed.

There may be an increased expectation that part-time staff ought to attend CPD sessions outside of their normal working hours. Where possible, sessions should be offered at different times to try to capture the maximum number of people. Where a CPD session unavoidably



Part-time staff should not be disadvantaged in comparison to their full time colleagues.



falls outside of a part-time member of staff's normal working hours, the branch should negotiate payment for that time. Part-time staff should not be disadvantaged in comparison to their full-time colleagues, and guidance for branches on the regulations governing part-time staff is available on the UCU website <https://www.ucu.org.uk>

are part of a standard offering but, where possible, CPD should be tailored to make sure it is meeting the needs of the particular individual and the college.

Your employer should ensure there is access to high-quality and relevant CPD for all staff and that no avoida

In relation to ensuring CPD can be accessed by all staff, employers should also take steps to provide CPD that is relevant to all staff. There may be a number of CPD courses that



Your employer should provide you with access to meaningful CPD. However, it is also your responsibility to actively engage in your own development. Your college should support your development by providing reasonable and suitable opportunities and encouragement as well as time, financial and physical resources to allow you to develop your professional practice. It is up to you to participate in and exploit these opportunities.

UCU recognises the funding and budgetary constraints on our institutions, FE in particular.

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- a genuinely supportive process
- not be a punitive process
- not be linked to pay
- a joint process between appraiser and appraisee.

The national agreements sets out the link between appraisals or performance management and CPD. There should be an open dialogue between you and your line manager that allows CPD needs or opportunities to be identified at any point in the year. Nonetheless, the appraisal process is a chance to identify CPD needs. It is also where you can take stock of where you are and discuss overall professional and career development going forward.

The appraisal should identify CPD needs and opportunities that will:

- help you develop your career within the institution
- improve your performance
- identify and develop potential for progression or promotion
- identify ways in which CPD can improve the efficiency with which the institution is managed
- identify changes in the organisation or operation of the institution which would enable you to improve your performance.

As a professional you will have a view on what professional development you need. Your employer will also have a view on the professional development it wants its staff to undertake. Professional development should be an agreed mix of individual and organisational needs. It should be identified through ongoing discussion with your line manager and through the appraisal process.

UCU has additionally argued that lesson observations can be an invaluable CPD tool

UCU's guidance on lesson observation

Lesson observations should themselves be a developmental process but they can also be used to identify any further CPD that would be helpful. As outlined above in relation to the appraisal process, lesson observations should be supportive and not punitive in order to ensure their usefulness as a developmental tool is exploited to its full potential.

UCU has further argued that in relation to lesson observations, colleges should foster a culture of continuous professional reflection and development. This should also be the case when it comes to CPD. Professional development should be seen as a core college activity that recognises the benefit of CPD to staff, students and the college, as well as the long-term potential damage of *not in B in B*

7 ■ Employers' concerns and UCU's response

With proper workload planning it s

Comments

Is there a review procedure for the policy?

Yes No

It is good practice to include a review procedure in every policy to ensure they are working as intended, remain relevant and are up to date with any legislative changes. Policies should usually be reviewed on an annual basis.

Comments

Is there training for all staff on any changes?

Yes No

All staff should receive training on new or amended policies. Employers will sometimes put the responsibility onto staff to familiarise themselves with all policies and feel that putting them in a staff handbook or on the intranet is enough. It is not. Managers should receive training to ensure they have the skills and confidence to manage their staff fairly and transparently. All staff should receive training to ensure they understand what is expected of them and feel confident in the process and their manager's ability to respond and manage them fairly and transparently.

Comments

Have the changes or new policies been Equality Impact Assessed (EIA)?

Yes No

All changes to existing policies or new policies should be subject to an EIA and the results made available to the joint negotiating committee. Guidance and an EIA proforma are available from the Equality and Human Rights Commission.

Comments



All staff should receive training to ensure they understand what is expected of them and feel confident in the process.

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Links

Joint Agreement on Guidelines for the Training and Development of Employees in Further Education Colleges

<http://www.fec.ac.uk/uculn/uculn.htm>

Unionlearn page about ULRs

<http://www.unionlearning.ac.uk/>

Unionlearn – delivering better learning – publication from 2012 all about basic learning agreements

<http://www.unionlearning.ac.uk/uculn/uculn.htm>

UCU ULR page – scroll down for learning agreements

<http://www.fec.ac.uk/uculn/uculn.htm>

UCU – Learning for life – CPD project website

<http://www.fec.ac.uk/uculn/uculn.htm>

Campaign for learning – learning at work week 2015, a major event for all

<http://www.fec.ac.uk/uculn/uculn.htm>

