Continuing Personal and Professional Development at UCL
CONTINUING PERSONAL AND PROFESSIONAL DEVELOPMENT AT UCL

Contents:

1. Introduction
2. The CPD Context
3. UCL Support
4. Feedback and Appraisal
5. The CPD Cycle and Where to Start
6. Evaluation and Impact
7. Recording Your Learning and Development
8. A CPD Portfolio
9. Conclusion

Appendix 1  Approaches to Learning and Development
Appendix 2  Tools to Help With Portfolio Development
Appendix 3  A Change of Career
Appendix 4  Learning Styles
Appendix 5  Definitions
Appendix 6  Continuing Professional Development Record
Appendix 7  Basic Principles of CVs And Applications
Appendix 8  Resources
CONTINUING PERSONAL AND PROFESSIONAL DEVELOPMENT AT UCL

1. INTRODUCTION

PURPOSE: This document is intended to provide staff at UCL with a clear understanding of continuing professional development (CPD), and its importance, within the context of UCL. It is also intended to encourage equality of opportunity by encouraging everyone to plan their development and record their skills.

The guide will act as a transportable toolkit to help with the planning and recording of your personal and professional development. It should be used in conjunction with any continuing professional development (CPD) related specifically to your profession or professional registration. The guide also explains why you should record your learning and development, and how to do it.

WHAT IS CPD? The Chartered Institute of Personnel and Development (CIPD) defines CPD as “the need for individuals to keep up to date with rapidly changing knowledge.”¹ Other organisations refer to structured processes “to maintain, develop and enhance skills, knowledge and competence both professionally and personally in order to improve performance at work”². The Chartered Institute of Management³ states that ‘Effective CPD is a commitment to professionalism – it shows that you have taken personal responsibility for ensuring that you have the skills and knowledge necessary to meet the challenges of an ever changing world. The process should benefit the individual, colleagues, students, external sponsors and clients, and the institution as a whole.

Many professional bodies require members to provide evidence that they are in touch with the latest developments and techniques (as one example see the Chartered Society of Physiotherapists – www.csp.org.uk ). All individuals who take a professional interest in their jobs should be alert to the need to enhance their skills and competencies, for the following reasons:

• Maintaining a capability and competence to perform well in your current role. Effective leaders and managers will recommend or organise activities for their staff, but it is the individual’s responsibility to anticipate change, keep updated, build on strengths and develop new skills
• Ensuring that you and your employer comply with legal and other mandatory requirements (such as health and safety, including fire safety, equal opportunity and diversity legislation)
• Preparing for additional responsibilities in current or future roles
• Demonstrating motivation and enthusiasm for learning and developing self and others
• Promoting yourself as meeting the requirements of your current job, having the potential to take on further responsibilities, and showing excellence in performance
• Registration with your professional body, and maintenance of your membership, as relevant

2. THE CPD CONTEXT

Demands for continuous quality improvement and public accountability mean that all support staff, researchers, managers, and academic staff must be able to demonstrate that they are keeping abreast of new knowledge, techniques and developments related to their roles, and be keenly aware of the changing higher education landscape.

The constantly changing environment makes demands on CPD.

¹ Chartered Institute of Personnel and Development – www.cipd.co.uk
² Chartered Society of Physiotherapists – www.csp.org.uk
³ Chartered Institute of Management – www.managers.org.uk
CPD principles include:

- CPD is a planned process
- Individuals are responsible for determining what they need to learn, and for managing and undertaking their own CPD activity
- Managers are responsible for encouraging and supporting staff, and providing feedback, as appropriate
- Professional development is a continuing process of assessment, analysis, action, and review
- Learning objectives should be based on clear identifiable outcomes, and serve organisational as well as individual goals

3. UCL SUPPORT: There are many different ways in which people can learn, develop, and move forward in their careers. UCL offers a range of workshops and courses; see www.ucl.ac.uk/hr/osd (please note that this web site provides links to other options for CPD including Information Systems, Safety Services, CALT, MSD.)

As an employer, UCL has a responsibility to provide annual appraisal, training and development to enable you to be successful in the job you have been appointed to do, and to ensure that you are familiar with relevant legal and other requirements. As a major learning organisation it encourages individuals to grow, and to develop their careers. UCL is a multifaceted organisation with numerous diverse opportunities for learning and development. In addition it has links with many other agencies that could provide further scope for development, for example the Leadership Foundation for Higher Education (www.lfhe.ac.uk), the Association of University Administrators (www.aua.ac.uk), and the Higher Education Academy (www.heacademy.ac.uk).

4. FEEDBACK AND APPRAISAL: The annual staff appraisal cycle at UCL is an excellent opportunity to reflect with your manager on achievements to date, receive feedback, explore issues, and agree work priorities and objectives for the forthcoming year. It also provides opportunities to evaluate learning that has taken place during the past twelve months, and identify new learning objectives. Two of the primary aims of UCL’s appraisal scheme (see http://www.ucl.ac.uk/hr/docs/staff_review_development.php) are to:
• enhance the work of the department and the success of UCL through assisting individuals to develop to their full potential
• identify strengths and development needs and enable discussion of career aspirations

The process also benefits the appraiser/manager by providing insights into aspects of the work of the department or section that they might not otherwise be aware of; ensuring that performance targets are met through clarifying and agreeing objectives that are relevant and achievable; and through the satisfaction of active participation in the learning and development of an individual member of staff.

A selection of common learning and development tools and techniques is given in Appendix 1.

5. THE CPD CYCLE AND WHERE TO START

CPD is a continuing process of setting objectives and charting progress towards their achievement that is often integral to our work. Committed staff are learning all the time and this informal learning should be recognised, valued and recorded. A useful starting place is to consider your current situation (Appendix 2):

➢ Where are you now?
➢ Where would you like to see yourself in two, five, ten years time?
➢ How will you get there?
➢ What experience, training, development, education will you need?
➢ Who or what can help you with this?
➢ What measures can you put in place to ensure that you know when you have achieved what you set out to achieve?

THE CPD PROCESS

This includes review, planning, engagement in learning opportunities and activities, assessment of outcomes and implementation of the learning in the work place. Your overall plan should have helped you to identify specific learning needs, based on expectations of your job role, appraisal objectives, performance, professionalism, and career aspirations. The next step is to meet those needs. A recommended approach is:

• Assess your current skills
• Identify learning needs
• Define expected learning outcomes with dates and milestones
• Identify appropriate learning activity (clarifying resources required)
• Undertake learning activity
• Reflect on actual outcomes and apply to work practice
• Gather evidence to support improved work practice
• Identify further needs
What learning is appropriate? Learning can result from formal, structured, off the job events, as well as informal, unplanned incidents, and research indicates that individuals have preferred learning styles that will affect how well they learn. Details of some of the many types of learning that are available to you are given in Appendix 1.

6. EVALUATION AND IMPACT

Any learning activity should be evaluated in terms of impact (how did it make a difference?) and the resulting learning and application of learning.

Evaluation has a number of benefits. It

- Demonstrates the value that learning and training have for UCL
- Reinforces learning
- Ensures alignment between learning and the organisation's strategic priorities, see http://www.ucl.ac.uk/academic-manual/part-b/b3
- Helps to get the best out of people
- Uses information to achieve better value from investment made in learning
- Influences managers to invest in learning and training activities

The most widely used evaluation tool is one created by Dr Donald Kirkpatrick4 which has four levels:

- Reactions – liking or feelings for a programme
- Learning – principles, facts etc. absorbed, objectives met
- Behaviour – using learning on the job
- Results – increased production, improved cost effectiveness, etc.

Evaluation should involve the learner’s manager, wherever possible, or it is unlikely to meet Kirkpatrick levels 3 and 4. There should be close links between objectives set during the Appraisal, Review and Development Scheme (www.ucl.ac.uk/hr/docs/appraisal_links.php), the agreed learning activity, and evaluation of the outcomes.

---

4 Kirkpatrick, D L, and Kirkpatrick, J D (2006). Evaluating training programs; the four levels. USA. Berrett-Koehler
7. RECORDING YOUR LEARNING AND DEVELOPMENT

The recording of plans, activities, outcomes and impact is essential, for a number of reasons. It will reinforce the learning, by directing your attention to outcomes, and to the need to maintain and enhance what you have learned. It is also evidence of your development and commitment to CPD and to keeping up to date with rapidly changing knowledge, and the need to maintain and develop skills. A CPD record is something that can be taken from one employer to the next.

UCL expects its entire staff to undertake at least three learning events a year. Advice about recording learning events is given on the OSD web site (www.ucl.ac.uk/hr/osd.php) Staff who are members of professional bodies are likely to have a CPD requirement built in to their membership, and are usually required to keep a portfolio of evidence.

UCL has one corporate training record to which all UCL training providers input records of training undertaken, in order to enable a comprehensive record of all staff training and development completed by UCL staff. This allows UCL to:

- Understand better training and development currently undertaken and the resources required to meet that need now and in the future
- Demonstrate compliance with Health and Safety legislation especially fire safety
- Support staff with a professional registration requirement to meet their Continuing Professional Development needs
- Measure UCL's progress against its key performance indicators regarding the development of its staff, which are reviewed by the Provost's Senior Management Team and Council

Where training has been provided by one of UCL’s in-house providers such as:

- Organisational and Staff Development Team (OSD)
- IS (Information Systems) Training Unit
- The Safety Training Unit, UCL Safety Services
- CALT (Centre for the Advancement of Learning and Teaching)
- Finance Division (including Research Administration)
- Management Systems (MS)

Training will be recorded for you within 4-6 weeks of its completion and will show on your training record (which you can access through MyView at http://www.ucl.ac.uk/myview).

Where you have organised training or development for yourself which takes place outside UCL you should record this information via the Learning Event Recording System: http://www.ucl.ac.uk/hr/osd/learningevent.php. Work-related training and development that has been organised by your department using an external facilitator will usually be recorded via the same link by an administrator within the department or faculty.

Early career researchers (Grade 7 Research Staff) are required by the Research Councils to do ten days skills training per year; for details see www.ucl.ac.uk/hr/osdt/research/pdp.php.

Managers should be familiar with UCL's management competencies (see http://www.ucl.ac.uk/hr/competencies/index.php). Staff in management positions are required to undertake at least one management development event each year.

The Centre for the Advancement of Learning and Teaching (CALT) offers a range of award-bearing and non-award bearing courses and programmes, some of which are a requirement for those new to teaching (see http://www.ucl.ac.uk/calt/academic-development/index.html)
The Academic Centre for Medical Education in the Division of Medical Education (ACME) has a teaching and professional development unit that provides a range of award bearing and non-award bearing courses for those involved in medical education (see [http://www.ucl.ac.uk/acme/tpdu](http://www.ucl.ac.uk/acme/tpdu)).

Experienced teaching staff should be familiar with the UK Professional Standards Framework (UK PSF) for teaching and supporting learning, launched by the Higher Education Academy ([www.heacademy.ac.uk](http://www.heacademy.ac.uk)) in February 2006. This is a flexible framework which uses a descriptor-based approach to professional standards. There are three standard descriptors each of which is applicable to a number of staff roles and to different career stages of those engaged in teaching and supporting learning. The standard descriptors are underpinned by areas of professional activity, core knowledge and professional values.

8. A CPD PORTFOLIO

A portfolio will tell you whether or not you have achieved what you set out to achieve, and provides evidence of your development. It is an ongoing record of learning needs, activities and outcomes, and a useful historical record on which to reflect. Unless you record this on a regular basis you will find that much of the learning, particularly the less formal learning, is forgotten. You may find it helpful to file papers in a ring binder. A portfolio normally consists of:

**Current job and work context.**

- CV
- Key work responsibilities
- Departmental context and organisational structure
- Membership of professional bodies
- Relevant national organisations, eg. Higher Education Academy for teaching staff; Funding Councils for research staff; Leadership Foundation for managers; Association of University Administrators for administrators

**Reflections on learning.** This should be an annual activity during which you ensure that all your learning activities have been recorded, and you ask yourself the following questions:

- How far have these activities contributed to my career goals?
- What difference have they made to me, my job, my colleagues?

**Recording learning.** Your CPD portfolio should include the following:

- Results from any participation in and feedback from self awareness tools, eg. learning styles, MBTI, FiroB, Belbin, etc.
- UCL training record
- Development activity record with key learning points
- Copy of any longer term evaluation completed for a training provider

**Planning ahead.** Continue to think ahead, as the long term becomes the medium term, and the medium term the short. Ask yourself:

- What are my objectives for the forthcoming year/five years?
- What development is needed to support them?
- What opportunities are available?
- What help or resources do I need?
9. IN CONCLUSION

It is anticipated that this guide has provided you with a clearer understanding of continuing professional development (CPD), how to do it, record it, and its importance within the context of UCL. In addition it has the potential to support your ongoing personal and professional development whilst you pursue your career at UCL irrespective of you choosing to stay in the same profession or line of work or transfer to a different field.

The appendices are a particularly helpful resource in providing information about the wide variety of learning and development tools, methods and solutions to support CPD activity.

Feedback on this CPD guide would be helpful to enable us to make further improvements as required. This can be done via our feedback page on the OSD website at www.ucl.ac.uk/hr/osd/feedback/

Barbara Barrett, Head of Organisational and Staff Development, UCL
Judith Taylor, Independent Consultant

8\textsuperscript{th} September 2008
APPENDIX 1

APPROACHES TO LEARNING AND DEVELOPMENT NOTE: many of these definitions have been provided by the Chartered Institute for Personnel and Development. For opportunities available at UCL see www.ucl.ac.uk/hr/osd

**Action Learning** Individuals working on real problems that are capable of having action taken on them, in small groups or sets.

**Appraisal** Appraisal at UCL seeks to enhance the work of the department and the success of UCL through assisting individuals to develop to their full potential. This is achieved through identifying strengths and development needs and setting aims and objectives against which an individual’s progress can be measured. It is an opportunity to give and receive constructive feedback based, as far as possible, on observation.

Appraisal can be a learning activity in itself, as well as identifying other relevant training and development.

**Bite sized learning** The provision of information small chunks of an hour or two and in varying formats.

**Coaching** is normally carried out on a one to one basis. It is personally-tailored, confidential, and is focused on improving skills and performance, usually for the current job but also to support career transitions. It can be provided by managers, or by external coaches; if the latter, the relationship is relatively short term. Coaching can supplement structured training interventions because it is timely, relevant, and focused on the individual.

http://www.ucl.ac.uk/hr/sdtu/programme/coaching.php

**Committees, working groups** Membership of a committee or working group is an excellent way to develop knowledge of the organisation, and skills in the conduct of and participation in meetings.

**Development centres** Participants, who have usually been identified as having management potential, take part in a variety of job simulations and tests with observers who assess their performance against pre-determined criteria. The data generated is used to diagnose developmental needs.

**Distance learning** Learning materials are delivered through the post or electronically; there is little contact between students and tutor support may be remote.

**E-learning** The CIPD definition is ‘learning that is delivered, enabled or mediated using electronic technology for the explicit purpose of training in organisations.’ Examples at UCL are the online staff induction programme (http://www.ucl.ac.uk/hr/osd/onlinestaffinduction/index.htm) and the online diversity programme (http://www.ucl.ac.uk/hr/equalities/ucl_marshall_disclaimer.php)

**Education** Education seeks to broaden and deepen students’ awareness of a topic, and the curriculum may cover theory as well as practical applications. Most educational courses lead to a qualification, and there is a significant time commitment.

**Management development** This is the structured process by which managers (and occasionally prospective managers) learn and improve their knowledge and skills for the benefit of themselves and their organisations. The informal learning which also takes place should be integrated into the development process for optimal benefit.

http://www.ucl.ac.uk/hr/osd/timetable/mltprog.php
Mentoring is similar to coaching in that it is also confidential, personally tailored, and conducted on a one to one basis. Mentors are typically experienced people from within the organisation, or occasionally across organisations. The relationship tends to be longer term.

Project working Working in cross-functional teams in order to learn about different aspects of the organisation, in order to broaden individual’s experience and effectiveness.

Secondments, work shadowing Secondments can take place internally, or externally to another organisation to broaden experience and acquire new skills. Work shadowing involves an individual observing another at work; it is particularly useful during hand overs.

Self managed learning Individuals take responsibility for their own learning, which may take the form of reading or studying audio or video material.

Short courses Work related short courses are provided by UCL to enable its staff to maintain and develop their skills, knowledge and experience (see www.ucl.ac.uk/hr/osd). You may also wish to take advantage of the many learning opportunities that are available outside work time that will help you to explore interests and develop skills.

Voluntary work Volunteering is often done for altruistic reasons, but can provide benefits to the volunteer, through meeting new people, learning new skills, and as a route to professional development. Members of staff may volunteer for additional roles within the organisation, for example becoming a Departmental Equal Opportunities Liaison Officer (DEOLO), or participating in the new mentoring scheme for women in biomedical sciences (for both see www.ucl.ac.uk/hr/equalities), or joining a working group or committee (see Committees).
APPENDIX 2

TOOLS TO HELP WITH PORTFOLIO DEVELOPMENT

CURRENT JOB

A CPD portfolio should begin with your current job: what is its purpose, what is the context (permanent or temporary, the nature of your department), your key responsibilities, and any opportunities there may be for developing your role or taking on additional responsibilities.

<table>
<thead>
<tr>
<th>Job purpose</th>
<th>Context</th>
<th>Key responsibilities and grade</th>
<th>Opportunities for development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Personal Development Plan

<table>
<thead>
<tr>
<th>Timescale</th>
<th>Development area/objectives</th>
<th>Planned development activity</th>
<th>Target date</th>
<th>Expected outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short term</strong></td>
<td>To meet short term needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Medium term</strong></td>
<td>To meet the changing needs of the role, new project, changing job context</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Long term</strong></td>
<td>To meet your career goals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
You may find the following tool helpful in order to assess your existing experience, skills and knowledge

S.W.A.I.N^5

This will help you to identify **Strengths, Weaknesses, Aspirations, Interests and Needs**.

<table>
<thead>
<tr>
<th>My Strengths (things I do well)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Weaknesses (things I could do better)</td>
</tr>
<tr>
<td>My Aspirations (what I want to do)</td>
</tr>
<tr>
<td>My Interests (things I really enjoy)</td>
</tr>
<tr>
<td>My Needs (what further development would help me achieve my goals)</td>
</tr>
</tbody>
</table>

Whatever your plans, self awareness is crucial. There are a number of tools available that will help you to reflect on yourself. Two of the better known are Belbin, and MBTI® (Myers Briggs Type Indicator).

**Belbin’s Team Roles**

These roles were defined by Dr R Meredith Belbin after studying teams at Henley Management College as ‘a tendency to behave, contribute and interrelate with others in a particular way.’ He found that teams work best when there is a balance of roles, and when team members know their roles, work to their strengths and actively manage weaknesses.

Team Roles depict a current behavioural pattern. Preferences aren’t fixed, since many factors can influence behaviour, whether a new job, promotion or circumstances outside work. For further information see [www.belbin.com](http://www.belbin.com)

**MBTI®**

MBTI ® The Myers-Briggs Type Indicator is a self-report questionnaire designed to make Jung’s theory of psychological types understandable and useful in everyday life. It provides a constructive framework for looking at how people prefer to take in information, make decisions, and live their lives.

For further information see [www.opp.eu.com](http://www.opp.eu.com)

**FIRO B**

This tool looks at interpersonal needs and behaviour, based on the following three interpersonal needs:

* Inclusion - how you participate in forming relationships with others
* Control - how you prefer to be involved in decision-making, control and influence

^5 Originally developed by Dr P Partington, Universities Staff Development Unit (later HESDA)
• Affection - how you build rapport and openness between individuals. The individual displays either an ‘Expressed’ or ‘Wanted’.
For further information see www.opp.eu.com

STRENGTH DEPLOYMENT INVENTORY (SDI)

The Strength Deployment Inventory (SDI)® is an American system that has been designed to help focus our minds on the differences between four main types of thinking and motivation. Individuals complete a questionnaire created specifically to make the benefits of Relationship Awareness® Theory available to everyone. You complete it by answering specific questions that look at the following two situations:

• When things are going well and you feel good about yourself and,
• When things are going wrong and you are in conflict with others.

APPENDIX 3

A CHANGE OF CAREER

You may be very clear about where your career is going, or you may have some uncertainties. The questions you may be asking yourself include:

- does this job utilise my main strengths;
- do I want to continue doing this type of job for the rest of my working life;
- do I experience stress at work;
- what are the chances for promotion here;
- what do I really value in my working life;
- will changes in my personal life affect this.

If, as a result of this, you decide that you want to change the direction of your career the SWAIN tool will be a good starting point. There are a number of books on careers available in book shops and public libraries, many of which include lists of skills and their relevance to different jobs. You will also need to research different jobs and careers, possibilities for re-training, etc.

Reflections on these questions will be useful even if you are clear about your future career. You may also wish to consider whether you wish to progress your career, and if so how far, or maintain it at the current level. How do you respond to pressure, how do you respond to risk, how do you make decisions? Increased responsibility usually means an increased workload; how will that fit in with the rest of your life?

Transitions involve change, and change can be uncomfortable, even if it’s a change you want and have planned for. It may be helpful to know that research has found that the majority of individuals respond to change in a similar way, as shown in the diagram below. (Further information can be found in UCL’s ‘Leading and Managing Successful Change for Yourself & Others toolkit, January 2008 at http://www.ucl.ac.uk/hr/osd/resources/change.php)
APPENDIX 4

LEARNING STYLES

Effective learning is dependent upon having clear objectives, so ask yourself: what do I want to learn? Why do I want to learn it? How will the learning contribute towards my longer term goals?

Learning Styles

Honey and Mumford (1992) describe four learning styles: Activists; Reflectors; Theorists; Pragmatists.

Activists learn best from new experiences and being thrown into things. They tend to act first, consider things later. Team tasks, games and role playing.

Reflectors learn best by observing others, from standing back and assessing what has been done or is happening. Analysis and reports may suit this style.

Theorists learn best when locating their observations into sound theory. Structured situations with a clear purpose and the opportunity to probe and question may suit this style.

Pragmatists learn best when they can try things out in a practical, applied way. The opportunity to try out ideas or follow a model example may suit this style.

Activity

How do I prefer to learn? What does this mean for my future learning and development?

Kolb’s experiential learning styles model

Kolb’s learning theory sets out four distinct learning styles (or preferences), which are based on a four-stage learning cycle.

It offers both a way to understand individual people’s different learning styles, and also an explanation of a cycle of experiential learning that applies to us all.

Kolb includes this ‘cycle of learning’ as a central principle of his experiential learning theory, typically expressed as four-stage cycle of learning, in which ‘immediate or concrete experiences’ provide a basis for ‘observations and reflections’. These ‘observations and reflections’ are assimilated and distilled into ‘abstract concepts’ producing new implications for action which can be ‘actively tested’ in turn creating new experiences.

For further information see www.businessballs.com
Although learning styles vary, everyone's learning is enhanced by reflection. After any learning event or critical incident it is good practice to spend time thinking about the following questions: 'what happened?' 'why did it happen?' 'what worked well?', 'what worked less well?', 'what will I do differently next time?'. Reflection should become a routine part of working life, enhancing rather than interrupting your work, so that there is always a link between learning and action, and theory and practice. Reflection will help you to see further opportunities for personal and professional development.

Critical incident analysis is a useful tool to use on your own or in discussion with others.

**Activity**

Think of a recent learning activity. Can you recognise each of Kolb's four stages?

---

**Learning through reflection**

---

**Activity**

Step 1: Identify an incident, something that has meaning for you. It needn’t be a major event, perhaps a meeting or a problem with supervising staff, or students.

Step 2: Describe the incident: when did it happen, who was involved, what was the context, what actually happened, what were you thinking and feeling before and after the incident

Step 3 - why did this incident stand out? What was going on, both for me and the other(s) involved; are there different interpretations of what happened? What did or could I do to resolve any problems?

Step 4 - What can I learn from this incident? Is there anything I should do differently in future?
APPENDIX 5

Some definitions (adapted from the CIPD worksheet ‘Learning and Development; an overview’ (CIPD revised February 2008)

Training, learning and development

Training is defined by the Chartered Institute of Personnel and Development (CIPD) as ‘an instructor-led and content-based intervention leading to desired changes in behaviour’. It includes both on the job and off the job training, and may involve teaching specified skills by practice.

Since the mid-1990s, there has been a gradual shift in the techniques and language used to describe the steps taken by employers to help employees to perform their jobs more effectively, from ‘training’ to ‘learning’, or ‘learning and development’. This shift has followed the realisation that there is no one route to learning; different individuals have different learning preferences.

A definition of work related learning (adapted from the CIPD) is a self-directed process leading to increased adaptive capacity; in other words, an environment where individuals ‘learn to learn’ and possess the capabilities that enable them to do so.

The term ‘development’ is usually used in a wider context than either ‘learning’ or ‘training’ and covers both of these. It tends to refer to a longer process of learning, acquiring skills or knowledge that may include a number of elements such as training, coaching, formal and informal interventions, education or planned experience. The term is often used to because ‘training’ tends to imply a rather basic or even remedial activity.

Competencies (or competences)

Competencies emerged in the 1980s as a response to organisational changes and to wider changes in society. In 1982 the US academic, Richard Boyatzis wrote The competent manager: a model for effective performance. This book proved to have considerable influence on the profession and, over the following two decades, competency frameworks, became an increasingly accepted part of modern HR practice.

Although in the 1980s and 1990s Human Resource professionals drew a distinction between ‘competencies’ and ‘competences’, now the two terms are often used interchangeably. They are a signal from the organisation to the individual of expected areas and levels of performance. They provide the individual with a map or indication of the behaviours that will be valued, recognised and in some organisations rewarded. Competencies can be understood to represent the language of performance in an organisation, articulating both the expected outcomes of an individual’s efforts and the manner in which these activities are carried out.
## APPENDIX 6

CONTINUING PROFESSIONAL DEVELOPMENT RECORD – sample

Name: Janet Allgood  
Department: Social Studies  
Covering the period: Academic year 2007-8

<table>
<thead>
<tr>
<th>Key dates</th>
<th>What did you do?</th>
<th>Why?</th>
<th>What did you learn?</th>
<th>How have/will you use this? Any further action?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due to complete Sep 08</td>
<td>AUA PG Cert – Component 3</td>
<td>Consolidate and expand my professional knowledge</td>
<td>Found knowledge components easier; more factual. Ethical practice and professional values are important but difficult to define. Mentor very helpful</td>
<td>Not easy to say. Being more reflective will help my learning throughout, and I’m keeping a learning diary.</td>
</tr>
<tr>
<td>Dec 2007</td>
<td>Delegation and coaching</td>
<td>Time management/ team skills development</td>
<td>Can bring benefits but not a quick fix. Cd trust B to do work unsupervised but less sure of S. Not convinced time is saved</td>
<td>At 1:1 I asked B how a problem could be solved (rather than telling her). Worked well. Will try with S. Wd like to meet up with others on the course to compare notes</td>
</tr>
<tr>
<td>Feb 2007</td>
<td>DEOLO meeting</td>
<td>Networking and updating.</td>
<td>Need to get dept. signed up for equality action planning (2008-9?). Athena project and gender equality in SET.</td>
<td></td>
</tr>
<tr>
<td>July 2007</td>
<td>Appraisal with J.</td>
<td>Required</td>
<td>Better idea of direction dept is heading, and priorities. Was reassured about quality of my work, though still lack of clarity about some of my objectives. Realised importance of both parties planning for appraisal. End a bit rushed.</td>
<td>Put into practice what I learned about appraisal skills with my team: planning, relating their objectives to mine, encouraging their development, allowing enough time</td>
</tr>
</tbody>
</table>
APPENDIX 7

Basic principles of CVs and applications

GENERAL

The following is adapted from The Guardian web site (http://jobs.guardian.co.uk/careers)

Your priority is to put together a document which communicates your suitability for the role speedily and effectively. In particular:

- Proof read, double-check, and triple-check for errors, including spelling and grammatical mistakes, and typos
- Keep it short; most advertised positions are oversubscribed, and many are very oversubscribed, so be discriminating about what is included and make sure that priority is given to the most important information
- Tailor to fit; do your homework to ensure that you know what the recruiter is looking for and tailor the cv accordingly.
- Honesty is the best policy; it’s acceptable to edit your career in order to present yourself in the best possible light; but don’t lie.
- Stand-out from the crowd; Identify what has made you a success – even if you are now planning a new path. Ensure that your personal ‘measures of success’ are presented, for example publications, promotions and additional responsibilities, membership of and involvement in professional bodies, etc.

If a covering letter is called for the same rules apply; in addition ensure that it is written in a professional manner; addressed to the right person; use your own words; puts emphasis on what you can do for the employer (rather than what the employer can do for you); is focused; is clear and reasonably simple; shows enthusiasm; is interesting;

The following advice has been provided by the UCL Careers Service (www.ucl.ac.uk/careers)

RESEARCH STAFF

Note: The following information is adapted from the website of the national postgraduate researcher development program UKGRAD. UKGRAD has now become part of Vitae, www.vitae.ac.uk

Presenting your research in CVs and applications

Tailor your description of your research to the audience. Consider the person reading it - their first question is likely to be ‘Why was this research done?’ closely followed by ‘Was this person successful?’ How you answer that will depend whether you are applying for a research post or not: including an abstract is not always appropriate.

- Aims - clear aims of research
- Achievements - what you have done to achieve them
- Techniques - only if relevant to the application

You may also consider the following headings:
- Practical experience - research related placement, field work
- Responsibilities - your role on the research group, demonstrating, teaching
- Publications - essential for academic positions, but if still ‘work in progress’ try...
- Dissemination of results - at conferences, other forms of publications
- **Training** - research training, skills development,
- **Awards** - any extra sponsorship to attend conferences? any prizes?

If you are applying for an academic post, talk to other researchers and ask if you can see their CVs. The key facts on these CVs are: publications, descriptions of research and details of funding awarded (see below).

**Stand out** from the crowd. Identify what has made you a success as a researcher – even if you are now planning a new path. Ensure that your personal ‘measures of success’ are presented. Some suggestions are:

- **Publications** - including patents, research articles and industry reports
- **Conferences** - noting any posters or presentations as well as attendance
- **Committees** - particularly where you have held positions of responsibility
- **Funding** – research grants awarded, awards to attend meetings, conferences or prizes won
- **Professional qualifications** - membership of learned societies

**ACADEMIC STAFF**

The Academic CV in the UK – A Framework

*Note: The following information is adapted from Chapter 4 ‘Presenting Yourself: Vita Statistics’ from the book ‘Building Your Academic career’, Boden, Epstein & Kenway. A reference copy of this book, and others in this series, can be found in the Careers Service Library.*

**Principal Sections (suggested order)**

1. **Personal Details. Include**: Name, Date of Birth, Contact details, Nationality and work permit status, Education and Qualifications, Awards and Distinctions, Employment, Membership of Professional Bodies

2. **Research and academic / professional standing Include**: Current and proposed research topics, completed research topics, publications, work in progress for publication, academic collaborations, research training received, journal editing, papers given, conferences attended and organised, other publications (research books, refereed journal articles, edited books, book chapters, reports, conference proceeding, University working papers, book reviews.)

3. **Consultancy and public work in a professional capacity Include**: Consultancy, work on professional bodies, committees, training and education, public debates, popularising subject.

4. **Teaching and examining. Include**: PhD supervision, teaching at current institution, teaching at previous institution(s), examining.

5. **Leadership and administration within HE**

6. **Referees**: Title, name, contact details, relationship

**Key Points:**

- Academic CVs are usually longer than 2 pages (the more experienced, the greater the length).
- Do not make unsubstantiated statements, everything has to be evidenced.
- Its unlikely that you will have covered every topic above, and what will be included will depend on your roles and areas of research. Can use CV as a tool to assess development needs.
- Many academic institutions have a preferred format *(usually specified by the HR department).* Useful to create a full CV with above structure then subsequently tailor to suit role or institution.
- Qualifications, employment etc. in reverse chronological order.
- Don't include – marital status, hobbies, current salary.
- **Research and academic standing** – This section is very important when 1. seeking a new job, 2. applying for promotion, 3. applying for research funding. Thus the emphasis and order of topics in this section will vary depending on the job requirements.
- **Work in progress** – can include a section of work you intend to publish, in standard publication format. Shows what's in the pipeline.
- **Teaching** – This section is important if applying for lectureships for the first time or for early career academics. Less important if the position is research only or you are at professorial level (where they will assume good teaching experience!).
- **Teaching** – Different countries may use different terminology for types of teaching. Refer to level of involvement, teaching techniques used, achievements.
- **Referees** – Needed for job applications and promotion. Ask first!. The number and type is often specified in job advertisement. Use people with a good reputation and further up the career ladder (if possible). They need to be familiar with your work and positively disposed towards you.

**Generic Sample CV**

**Curriculum Vitae - Janet Allgood**

**BSc, DipAdmin**

**Home address:**
41 Park Crescent
Highbury
London N5

**Email:** jallgood@hotmail.com
**Tel:** 0208 123 4567
**Current salary:** £28,537 inc. LW

**SUMMARY PROFILE**

I am a skilled and experienced departmental administrator who is focused on excellent support to the academic staff and students. In 2007 I assisted my department achieve a successful Internal Quality Review (IQR), introducing a new system of recording and reporting student feedback. During the past twelve months I have made a major contribution towards the department’s move into the new Faculty, in particular taking responsibility for working with colleagues towards integrating work processes and updating the IT systems. I am a reliable and confident team member willing to try out new ways of working in a changing work environment.

I am stimulated by a vibrant and complex university environment, and believe I have the skills and experience to take on greater responsibilities and continue to deliver higher levels of performance and quality standards for the benefit of students and academic staff.

Additionally I took on the role of Departmental Equal Opportunities Liaison Officer promoting equality and diversity in all aspects of our working together and with students.

**KEY SKILLS**

**Delivery of departmental objectives:** A key objective during 2006-7 was the departmental Internal Quality Review; I made a major contribution towards preparing for this, finding and organising key documents and introducing a new and more efficient way of recording student feedback.

**Leadership and management:** I have formal responsibility for the work of two part time clerical assistants. I find John Adair’s 3-centred approach to leadership valuable when trying to balance various priorities (the task, the team, the individual). I believe that my ability to influence and manage change goes beyond my formal responsibilities, and I have proved
myself to be effective in getting the best out of people generally to gain high levels of staff satisfaction.

**Team building:** I keep my small team focused on their tasks, and help them to see how these contribute to the overall success of the department, and UCL. I also ensure that we allow some time for developmental and social activities as I believe that a happy team is more effective. I always make a positive contributions to other teams of which I am a member, for example producing the standard for dealing with student enquiries.

**Information Technology:** I am familiar with all the major packages (Word, Access, Excel, Dreamweaver, Powerpoint). I use and teach others Portico on a daily basis, and have a working knowledge of WebCT.

**Communication:** I am an effective communicator, both in writing and in speech. I am able to speak with confidence in group meetings, and my writing has been praised for its clarity.

**WORK HISTORY**

**Job Title:** Deputy Departmental Administrator (Teaching), Department of Social Studies, UCL  
**Dates:** October 2004 to present  
**Summary:** I am responsible for administrative arrangements related to undergraduate teaching; this includes dealing with applications, arranging interviews, timetabling, examination arrangements, working closely with the Departmental Tutor and liaising with Registry as necessary. I am responsible for the work of two part time clerical assistants. I deputise for the Departmental Administrator when she is away,  
**Key achievements:** The role was a new one and I have succeeded in clarifying and expanding it. Although my area of responsibility is the support of teaching and learning, we are a small team and I was able to suggest, and implement, a new system of organising and recording appraisal. When the Departmental Administrator was on extended sick leave in 2006 I was able to take over part of her role, meeting regularly with the head of department and senior colleagues.

**Job Title:** Executive Officer, University of London (Senate House)  
**Dates:** June 2001 to October 2004  
**Summary:** I was responsible for administration related to examinations results, for example typing up and circulating exam papers, arranging rooms and invigilators, ensuring that there were no clashes, recording and checking results. The work called for attention to detail and the ability to meet tight deadlines.  
**Key achievements:** A new IT system was introduced when I was working at Senate House, and there were a number of problems with it, resulting in staff becoming de-motivated. I tried to encourage people by getting them to think of the longer term benefits, and by volunteering to test the system and report on any real difficulties that we couldn’t resolve among ourselves. I also introduced weekly team lunches.

**Job Title:** Clerical Assistant, Barnet College  
**Dates:** August 1999 to June 2001  
**Summary:** This involved answering enquiries about courses, and other clerical work related to student administration. While at Barnet I studied part time for the Diploma in Business Administration.
**Key achievements:** This was my first job after leaving college. I was able to make a positive contribution to the College’s objectives while taking every opportunity to learn and develop my understanding of further education and the student experience. The student body was diverse and I made special efforts to help those who had special needs, such as disabilities or poor English language.

**Academic and Professional Qualifications**

- BSc in Physics with Chemistry (University of London, 1998)
- Level 3 Diploma in Business Administration (2001)

**Membership of professional bodies**

Member of the Association of University Administrators since 2002

**Education and Training**

I have taken advantage of the many courses offered at UCL; health and safety, servicing committees and personal effectiveness. I am currently working towards the AUA Postgraduate Certificate in Professional Practice (Higher Education Administration and Management) (OUVA)

**Referees**

Professor James Blundell, Department of Social Studies, UCL (current manager)

Mrs Joan Endling, University of London, Senate House (previous manager)
RESOURCES

Useful organisations

The Association of University Administrators (AUA) is an established provider of professional development opportunities for university managers and administrators in the higher education sector (http://www.aua.ac.uk).

The Chartered Institute of Personnel and Development (CIPD) is the professional body for those involved in the management and development of people (www.cipd.co.uk).

The Chartered Institute of Management is the only chartered professional body that is dedicated to management and leadership. It is committed to raising performance by championing management (www.managers.org.uk).

The Leadership Foundation, provides a dedicated service of support and advice on leadership, governance and management for all the UK's universities and higher education colleges (www.lfhe.ac.uk).

The Higher Education Academy helps institutions, discipline groups and all staff to provide the best possible learning experience for their students (www.heacademy.ac.uk).

CPD Institute is an international cross-professional body promoting CPD, as a key component of lifelong learning, to organisations and individuals (www.CPDinstitute.org).

Resource list


Leading and Managing Successful Change for Yourself & Others toolkit, UCL January 2008


Careers Group, University of London (2000). How to analyse and promote your skills for work.

http://www.careerfinder.co.uk/
www.mindtools.com
www.businessballs.com
www.ucl.ac.uk/hr/equalities/
http://jobs.guardian.co.uk/careers