

How your employer can support your **continuing** **professional development**



A PRACTICAL GUIDE TO NEGOTIATING FOR CPD IN FURTHER EDUCATION

How your employer can support your continuing professional development



Contents



Introduction to the guidance 3



The context 4



What is CPD? 6



Who is CPD for? 8



Who's responsibility is it anyway? 10



How to negotiate 12



Concerns of employers and UCU's response 14

Checklist 16

Useful Information 19

1. Introduction

Why is this guidance needed?

This guide is aimed at every activist whatever your level of experience in all areas of further education (FE) and is designed to give you practical information and suggestions to help you in your negotiations.

Continuing professional development (CPD) is an important counter to the deprofessionalisation experienced by lecturers and other members of the teaching team in FE. It can slip down the agenda in the face of what seem like more urgent issues. UCU should aim to put professional development and the need for a learning culture on the bargaining agenda in colleges.

What does this guidance include?

THE CONTEXT

In the first section we set out the current position and background information. We look at the existing national agreements covering CPD and introduce some of the potential barriers to it.

WHAT IS CPD?

Here we explore the definition of CPD and what types of activities we expect to be included. We also cover what should not be included in any definition of CPD.

WHO IS CPD FOR?

We set out our belief that CPD must be equally accessible to all staff no matter what

their role, grade or contract type. We give examples of how certain categories of staff, such as BME staff and those on part-time contracts, can find it harder to access CPD.

WHOSE RESPONSIBILITY IS IT ANYWAY?

This section looks at where the responsibility sits for your career planning, professional development and training needs.

HOW TO NEGOTIATE

We set out how to make sure you are ready to negotiate a better professional development policy. We make the case for union learning representatives to work with employers in developing agreed learning and/or development policies. Additionally we set out some of the arguments employers might use and how you can answer them.

CHECKLIST

Our checklist helps branches to ensure all their aims have been covered in their negotiations.

USEFUL INFORMATION

The contact details of your regional office and links to additional recourses are listed.

Your regional office and staff at UCU head office are here to support you with any advice, information or campaign materials you need. If you are negotiating a new professional development policy, negotiating remission or you need support with individual casework relating to professional development call your regional office.



If you are not sure ask! Your regional office are here to help and can provide advice and information

2. The context

In 2009 The Association of Colleges (AoC) and the trade unions negotiated the **Joint Agreement on Guidelines for the Training and Development of Employees in Further Education Colleges**.¹ The cornerstone of this agreement is that:

Both sides recognise and value training and development as a means of developing the knowledge, skills and experience of all employees in further education colleges to achieve personal and organisational objectives.

The backdrop to the national agreement was the **Further Education Teachers' Continuing Professional Development and Registration (England) Regulations 2007**.² These regulations set out the compulsory membership of the Institute for Learning (IFL) and the requirement to undertake a minimum of 30 hours CPD each year. In 2012 a report by Lord Lingfield recommended the regulations should be revoked. This was in part due to the campaign by UCU which objected to staff being forced to pay the IFL membership fee.

However, UCU had always supported the IFL's professional agenda and the minimum entitlement to 30 hours CPD. In some colleges this entitlement will have been incorporated into staff contracts. Where that is not the case your branch will need to be more vigilant that staff do have access to an adequate amount of professional development.

UCU believes further education lecturers are both subject specialists and experts in

teaching and learning practice as set out in the **FE Professional Standards**.³ FE lecturers approach their roles with integrity and a desire to provide high quality teaching to their students. If lecturers are to meet these aspirational standards they will need access to meaningful professional development.

However, the professional status of our members is under threat from different angles, including the use of graded lesson observations. The full teaching role is often carved up and becomes restricted to the delivery of prepared teaching. Professional development can provide a powerful tool to combat the deprofessionalisation of lecturers.

UCU reasserts its belief in a meaningful CPD entitlement as set out in the joint agreement. UCU suggests that the minimum of 30 hours each year should still be the used as a guide when negotiating CPD agreements. However, a minimum number of hours should not be a seen as a limit to further appropriate CPD nor should it become a reason for a tick-box approach in order to reach 30 hours. The emphasis should always be on meaningful development opportunities. The opportunity to take part in high-quality learning is at the core of what colleges provide for students. As learning organisations, continuous high quality learning should be equally applicable to college staff. CPD should motivate staff as well as contributing to the development of the individual lecturer and the college.

¹http://www.ucu.org.uk/feagreements_england

²http://www.legislation.gov.uk/ukxi/2007/2116/pdfs/ukxi_20072116_en.pdf

³http://www.et-foundation.co.uk/wp-content/uploads/2014/05/4991-Prof-standards-A4_4-2.pdf

What are colleges providing?

In October 2012 for the purposes of the UCU submission to the Commission on Adult Vocational Teaching and Learning, we asked our members about their opportunities for continuing professional development.

UCU survey of members for the Commission on Adult Vocational Teaching and Learning (October 2012)

WHAT TYPES OF CPD DO YOU PARTICIPATE IN? (CHOOSE ALL THAT APPLY)

Generic CPD	90%
Subject Specific	65.7%
Pedagogical	30.0%
Industrial/professional updating	45.0%

WHEN DO YOU UNDERTAKE CPD? (TICK ALL THAT APPLY)

Within your normal workload	49.7%
Outside you normal workload	58.7%
In your own time	49.0%

WHAT SUPPORT DOES YOUR INSTITUTION GIVE YOU TO ALLOW YOU TO COMPLETE CPD? (TICK ALL THAT APPLY)

Time off for learning	23.6%
Cover for teaching	26.9%
Fees of external courses paid	49.1%
Providing materials and/or equipment	23.2%

The survey results show that although there is room for improvement, employers have a good level of commitment to CPD. There is a foundation on which branches can approach colleges in a positive way and engage in a joint and open discussion to improve access to professional development for all staff.

When negotiating for CPD your branch should assess the current position at your college and discuss your negotiating strategy with your regional office.

Is your college open to reviewing its CPD offering?

or

Is CPD squeezed into a couple of hours training at student-free days?

Whatever the situation at your college, UCU believes all branches should aim to work jointly with their employer to ensure:

- ▶ a commitment to continuing professional development and to working with the relevant trade unions
- ▶ open and fair access to meaningful professional development opportunities for all employees
- ▶ the policy incorporates a fair appeal process
- ▶ professional development is embedded into the life of the college and is integrated with other college policies such as appraisals and college planning.



CPD should motivate staff and enhance their contribution to the institution.

3. What is CPD?

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.

CPD or 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.

TRAINING MIGHT INCLUDE:

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

GENUINE PROFESSIONAL DEVELOPMENT MIGHT INCLUDE:

- ▶ 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. CPD should be a genuinely developmental and continuous process that allows you to learn, reflect and enhance your professional practice.

Training that is necessary for your role should not be all that is available to staff. Most colleges will have a training budget and likewise they should have a distinct CPD



Training is separate from professional development.

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.

FOR YOUR CURRENT ROLE

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.

FOR YOUR CAREER

In addition to ensuring you have the chance to enhance your performance within your current role, CPD should also allow development beyond your current role or grade. To build on the examples given above this may include a project management course or higher-level teaching qualifications or more specific development such an MA in counselling that will be helpful or necessary for career progression.

FOR YOU

It is easy to forget that personal development can be as essential to your career and wellbeing as professional development. It should not necessarily be seen as a distinct and separate part of overall development. For example, you may wish to improve your photography skills. Although you may not use photography at work, you will be enhancing your ability to

learn new skills, to assimilate complicated information and improve your concentration and patience. These skills are all transferable to your work life. Although UCU does not expect the same time and financial commitment to be given to personal development as to professional development, colleges should be mindful of the benefits of personal development and give reasonable support to their staff in undertaking such development.



Personal development can be as essential to your career and wellbeing as professional development.



CPD should be a genuinely developmental and continuous process that allows you to learn, reflect and enhance your professional practice.



4. Who is CPD for?

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

⁴<http://www.ecu.ac.uk/publications/experience-of-bme-staff-in-he-final-report/>



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



There may be a number of CPD courses that are part of a standard offering but, where possible, CPD should be tailored to make sure it is meeting the needs of particular individuals and the college.

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 <http://www.ucu.org.uk/3544>

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

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 avoidable barriers exist for any staff wishing or needing to engage in CPD. Where possible, UCU should seek to work with other campus trade unions to negotiate and agree a process applicable to all staff groups.



Equal access to professional development must be available to all types of staff irrespective of job role.

5. Whose responsibility is it anyway?

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. However, colleges should allow a flexible budget for CPD that is separate from the budget to cover any necessary training. The budget will need to be carefully managed to allow the fairest possible access to CPD across the whole budgetary period to all staff. Where the cost of requested CPD is prohibitive, suitable alternatives should be sought or reasonable compromises should be made. These might include part payment of fees, payments towards the costs, or increasing the time available to undertake the CPD. UCU believes the cost of CPD or training that your college requires you to do must be met in full by the employer.

As discussed in previous sections, it is your employer's responsibility to ensure that you have the necessary training to undertake your role and this is discrete from CPD.

It is not your employer's responsibility to manage your career. You should actively plan your career and decide what development you may need in order to pursue your chosen career path. This may alter slightly or significantly a number of times over your working life but you should be looking to what development you need in order to progress to your desired career outcomes. Your college should support your career planning and provide access and opportunities to discuss your career development with your line manager and with professional careers advisers.

However, it is your employer's responsibility to give all staff access and opportunities to enhance and improve their professional practice within their current role. This includes progressing in your current grade and through the grades in line with normal expectations of progression.

How should CPD needs be identified?

An effective appraisal process is crucial in order to help both you and your employer identify what CPD is needed or desired. Although this guidance cannot address in detail what an effective appraisal scheme should look like, it should be underpinned by the following principles in order to be a truly useful developmental process:

- ▶ agreed with the relevant trade unions



Staff are more likely to engage in CPD where the organisation has a learning culture.

- ▶ 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 www.ucu.org.uk/lessonobservation

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 investing* in CPD. Staff are more likely to engage in CPD where the organisation has a learning culture, as all colleges have for their students, and staff at all levels are encouraged to put CPD at the heart of their professional practice.



Professional development should be seen as a core college activity that recognises the benefit of CPD to staff, students and the college.

6. How to negotiate for CPD

As mentioned in an earlier section, branches will need to engage with their regional office to review and assess the negotiating needs of the branch. Is CPD under attack at your college or are you already starting to work positively with your employers towards improving the professional status of members? The answer to such questions will shape the way you approach your negotiations.

The branch can use the checklist at the end of this guide to set out the aims and evaluate the outcomes of your negotiations. Before you get started we will look at some of the tools and groundwork that will help you achieve your desired outcomes.

Are you ready to negotiate?

Being prepared is an essential part of any negotiation, even where branches hope to work jointly with the employer. Looking at the following considerations before entering the detail of negotiations will give you the right negotiating foundations.

► IDENTIFY YOUR NEGOTIATORS: LEARNING REPS

Before setting out on any professional development negotiations, branches should identify which members of the branch committee will take forward this project.

Branches are strongly advised to seek union learning representatives (ULRs) as they receive statutory time-off for their ULR duties <http://www.ucu.org.uk/3108>

ULRs who have completed their training receive statutory time-off and branches should consider converting existing branch committee

members or recruiting new members to become ULRs to make the most of this opportunity.

► LEARNING COMMITTEE

Union learning reps should investigate the possibility of setting up a learning committee. Some colleges will already have a committee to oversee professional development within the institution and this may be a stand-alone staff development committee (although it may come under a variety of different names). ULRs should seek a place on these committees if there is not already an allocation for union representation. This should not be contentious but it can be negotiated through the formal negotiating committee if necessary.

Where there is not already a suitable committee in place ULRs should seek to set up a learning committee. This will be a joint committee between the employers and UCU and where possible, all the unions.

The learning committee or existing committee should work jointly to review the existing professional development policy or work towards a new learning agreement. This will need to be formally agreed at the main negotiating meeting. The committee should also consider ways to encourage a learning ethos throughout the organisation.

The national agreement recognises the importance and value of ULRs and learning committees.

► LEARNING AGREEMENTS

UCU advocates the establishment or renewal of a negotiated learning agreement. This will underpin the provision of professional



development and ensure the provision is relevant and appropriate and that the process for requesting it is fair and transparent. It will set out the belief and commitment to professional development and the range of expectations that management and staff have for CPD. The agreement may include:

- ▶ the scope of further negotiations
- ▶ the definition of CPD
- ▶ links to performance management or appraisal
- ▶ entitlements to CPD including time off and financial support
- ▶ the recording of CPD
- ▶ how the quality of the CPD provision will be assessed
- ▶ equality impact assessment.

Further information on ULRs, learning committees and example learning agreements can be found on the UCU webpages <http://www.ucu.org.uk/3108>

▶ TRAINING NEEDS ANALYSIS

A jointly agreed training needs analysis should be undertaken on a regular basis, and certainly before any new CPD scheme is implemented. A training needs analysis will ensure the organisation is aware of and understands the training needs of its staff and that its CPD offering is relevant and appropriate.

However, your branch should consider an initial survey of members as they may be more willing to give the branch their true feelings about their experiences of CPD and their requirements around professional development. The results of the survey can be used to inform your negotiations and should cover:

- ▶ how members feel about CPD
- ▶ how they feel about the current process
- ▶ any aspirations for a future scheme
- ▶ feedback and ideas for particular types of developmental opportunities they would like to see offered.

Your regional office can support you in undertaking such a survey.

▶ DEFINE CPD

Branches should consult with members on what they consider to be CPD. Branches should use this information to explore the issue with the employer and seek to come to a mutual and agreed definition of what will be properly included in a CPD scheme. As detailed above, necessary training should not constitute part of a developmental CPD process. However, branches should seek a positive definition of CPD by setting out what it should be. This helps to secure the developmental and supportive nature that should be at the heart of any CPD agreement.

▶ REVIEW

As part of any CPD agreement branches should look to include an agreed review process to check the implementation of the policy and the provision of the overall CPD offering and individual courses. The review should record training requests, the outcome of requests and any appeals. It should also set out how individual courses or activities will be assessed to maintain their quality, relevance and appropriateness.

Any review should include an equality impact assessment (EIA). Your regional office can support you in negotiating an EIA. A formal EIA must check that there is fair and equal access to all staff that come under the protection of the Equality Act. We suggest that a further similar assessment should be undertaken to make sure there is also fair and equal access across all other staff groups including grade, job type and contract type.

Agreement should be reached on how CPD undertaken by individuals will be recorded and monitored. This may sit naturally alongside the appraisal process as most CPD needs will be identified through appraisals.

The link to other policies should be reviewed to check it is an appropriate link and that the policies remain consistent.

7 Employers' concerns and UCU's response

There are a number of common themes that will crop up in any negotiations on CPD. Below we look at some of most frequent barriers raised by employers and how branches can respond and counter those arguments.

What they might say:

- ☞ We just don't have enough money.
- ☞ We have already paid for training for everyone.

UCU response:

- ☞ CPD should be a core college activity and not an optional extra. CPD benefits individual staff, the students and the college.
- ☞ Institutions should seek economies of scale – can you join with other nearby institutions?
- ☞ Do you have experts in your own institution that can deliver training or CPD for you?
- ☞ In some cases of requested CPD part payment of fees or a contribution to expenses may be reasonable.
- ☞ Other sources of CPD should be explored.

What they might say:

- ☞ We cannot fit in 30 hours CPD each year.

- ☞ Part-time staff will have to attend in their own time.

UCU response:

- ☞ With proper workload planning it should be possible to accommodate most if not all of a 30-hours minimum into normal working hours.
- ☞ The 30-hours minimum is pro-rata for part-time staff and workload planning should also allow the bulk of the hours to be done in their normal working hours.
- ☞ Employer should avoid potentially discriminatory practices eg holding CPD sessions outside of normal working hours may exclude those with caring responsibilities.

What they might say:

- ☞ We cannot provide CPD for everyone who wants it.

UCU response:

- ☞ Institutions should carry out an Equality Impact Assessment to ensure access is equal to all staff groups.
- ☞ CPD should be budgeted for and there should also be a fair and transparent process for assessing CPD requests.



With proper workload planning it should be possible to accommodate most, if not all, of a 30-hours minimum into normal working hours.

- There should be an appeals process.
- A training needs analysis can identify where CPD may be most needed.
- Colleges should always be seeking opportunities to share good practice.

What they might say:

- All CPD should align with organisational needs.

UCU response:

- The national agreements are clear that CPD should be a mix of individual and organisational need.
- Professional development should be jointly agreed through the appraisal system which in itself is a joint process between appraiser and appraisee.

- CPD should not be confused with necessary training that may be more aligned to organisation needs.

What they might say:

- We offer CPD but no one attends

UCU response:

- Is the CPD that is being offered relevant?
- Considering sharing courses that have a lower take up but may still be important with other nearby institutions.
- Does the organisation encourage a culture of learning? Staff are more likely to engage where continuous learning is actively encouraged.



CPD should not be confused with necessary training that may be more aligned to organisation needs.



Does the organisation encourage a culture of learning? Staff are more likely to engage where continuous learning is actively encouraged.

8. Checklist

The following are some of the key points that you should cover in your negotiations with management:

Are UCU being consulted about any proposed changes?

Yes No

If the college refuse to engage in consultation speak to your regional office immediately.

Comments

Have you involved your regional office?

Yes No

Your regional office are here to support you with any advice, information or campaign materials you need to help your negotiations.

Furthermore it is crucial to involve your regional office at the earliest stage in order to make sure we spread good practice and as much consistency as possible.

Comments

Do you currently have a CPD or learning agreement?

Yes No

Where there is an existing agreement branches should, where possible, seek a joint review with their employer.

Branches with no previous agreement should, where possible, work jointly with their employer towards reaching an agreed policy.

Branches should contact their regional office for support in preparing for negotiations.

Comments

Is CPD included in your workload planning?

Yes No

CPD should be accounted for separately in any workload planning or modelling and as far as possible should be allocated within your normal working hours.

Branches should negotiate new work plans or models that include a minimum allocation for CPD.

Branches should seek support and advice from their regional office, especially where no workload planning agreement is in place.



Comments

Is there a separate and protected budget allocation for CPD?

Yes No

There should be an identifiable separate, and protected budget that is flexible enough to meet the college and individual needs for professional development activities.

Branches should seek support and advice from their regional office in accessing the accounts of the organisation and in negotiating a separate CPD budget allocation.

Comments

Is there an expectation of a minimum number of hours of CPD?

Yes No

This may be incorporated into your contract or stated in a college policy and should include a pro-rata expectation for part-time staff.

Policies or learning agreements should set out the expectation that staff and the organisation have of the minimum amount of CPD per annum or over a set period.

Comments

Have you discussed any link to appraisal, capability procedures (and or other staffing policies) with your regional office?

Yes No

The professional development policy should be consistent with and make clear any link to other staffing policies. These links should be necessary, fair and transparent.

Branches should contact their regional office for support and advice on whether there are any links to other staffing policies and to ensure these are necessary, fair and transparent.

Comments

If the employer is proposing a new scheme, have you received them in writing?

Yes No

The joint college and union negotiating committee must be provided with a written version of any proposed changes in order to consult in a meaningful way.

Comments

Have you discussed the appeals procedure with your regional office?

Yes No

Your regional office is best placed to help you ensure there is a fair appeals process in place.



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.

9. Useful information

Below are links to further information and the details of all regional and national offices.
If you are not sure, ask! Your regional office is here to help.

UCU regional offices

London

uo'brien@ucu.org.uk

Tel: 020 7756 2500

East Midlands

sdavis@ucu.org.uk

Tel: 0121 634 7384

Yorkshire and Humberside

feyorkshire@ucu.org.uk

Tel: 0113 243 1915

South

southern@ucu.org.uk

Tel: 023 9281 8625

South East

mmoran@ucu.org.uk

Tel: 020 7756 2500

North West

Tel: 0161 772 7011 (HE)

0161 772 7010 (FE)

West Midlands

westmidlands@ucu.org.uk

Tel: 0121 634 7380

Northern

gateshead@ucu.org.uk

Tel: 0191 487 7220

Eastern and Home Counties

eastern@ucu.org.uk

Tel: 020 7756 2500

South West

exeter@ucu.org.uk

Tel: 01392 412 525

Links

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

http://www.ucu.org.uk/feagreements_england

Unionlearn page about ULRs

<https://www.unionlearn.org.uk/union-learning-reps-ulrs>

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

<http://www.unionlearn.org.uk/sites/default/files/delivering-better-learning-agreements.pdf>

UCU ULR page – scroll down for learning agreements

<http://www.ucu.org.uk/3108>

UCU – Learning for life – CPD project website

<http://cpd.web.ucu.org.uk/>

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

http://www.campaign-for-learning.org.uk/cfl/news/learning_at_work_week_2015_dates_announced.asp

Commission for Black Staff in FE

http://www.thesquarewhole.co.uk/Barriers%20to%20progression_The%20experience%20of%20black%20and%20minority%20ethnic%20staff%20in%20further%20education_0311.pdf

.....
Produced by UCU Bargaining and Negotiations
Carlow Street, London NW1 7LH
020 7756 2500 / www.ucu.org.uk / June 2015
.....

