

How your employer can support your continuing professional development

UCU Bargaining and Negotiations Department
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A practical UCU guide to negotiating for professional development in higher education

Contents

Introduction to this guidance	2
Why is this guidance needed?	2
What does this guidance include?	2
Devolved Nations	3
The context	4
Grade Drift	4
Equality.....	5
Women	5
BME	5
What is CPD?	7
CPD or training?	7
CPD or scholarly time?	8
For your current role.....	8
For your career	8
For you	9
How much CPD?.....	9
Who is CPD for?	10
Whose responsibility is it anyway?.....	12
How should CPD needs be identified?.....	12
How to negotiate for CPD	14
Preparing to negotiate.....	14
Identify your negotiators - Learning reps.....	14
Learning Committee.....	14
Learning agreements	15
Training needs analysis	15
Define CPD	16
Review	16
UCU training and CPD	16
The common concerns of employers and how UCU can respond	18
What they might say	18
The UCU response	18
Checklist	20
Useful Information.....	25

Introduction to this guidance

Why is this guidance needed?

As always, at the frontline of every UCU negotiation are local members and activists. This guide is aimed at every activist whatever your level of experience in all areas of Higher Education (HE) and is designed to give you the practical information and suggestions to help you in your negotiations.

Professional development is often used to cover a wide range of activities including training, career development, attending conferences and self-directed study to name but a few. This guidance will look in more detail at what we mean by CPD and importantly, how it can be used to address common issues in HE.

Professional development is an important and positive counter to both the de-professionalisation and equality barriers to promotion that can be experienced by members. It can be an area of local negotiations that is neglected in the face of what seem like more urgent issues. It is important that UCU continues to champion professional development and bring the need for a learning culture to the forefront of the professional agenda in universities.

What does this guidance include?

■ The context

In this first section we set out the context in HE. We look at the existing national agreement covering professional development and introduce some of the potential barriers to Continuing Professional Development (CPD)

■ 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 also give some examples of how certain categories of staff, such as women, 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 and agreed learning and/or development policies. Additionally we set out some of the arguments employers might use and how you can answer them.

- Checklist

We include a checklist to help branches to ensure the key CPD issues can be covered in their negotiations.

- Useful Information

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

Devolved Nations

This document is specific to England, however, much of this guidance will be relevant to the devolved nations. Branch Officers in Wales, Scotland and Northern Ireland would check for any national agreements or arrangements to ensure their bargaining strategy is appropriate to their context.

Your regional and national office and staff at UCU head office are here to support you with any advice, information or campaign materials you need to help your negotiations. 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.

The context

This section provides some of the background to and an overview of the current bargaining context for continuing professional development (CPD) in HE.

In 1987 the AUT and Committee of Vice Chancellors and Principals (CVCP) signed the Career and Development and Staff Appraisal Procedures for Academic and Academic Related Staff **AUT CVCP joint agreement**. The agreements states that:

The appraisal process should be regarded as a joint professional task shared between appraiser and appraisee, with the latter involved at all stages.

Furthermore, the objectives of appraisal and CPD schemes are to:

- (a) help individual members of staff to develop their careers within the institution
- (b) improve staff performance
- (c) identify changes in the organisation or operation of the institution which would enable individuals to improve their performance
- (d) identify and develop potential for promotion
- (e) improve the efficiency with which the institution is managed.

In the Post-92 National Contract the wording of the joint agreement is replicated almost in its entirety and this guidance applies equally to both Pre and Post-92 institutions.

The National Framework Agreement) cemented the principals set out in the joint agreement and recognises that CPD **'is important both for the motivation of staff and to enhance their contribution to the institution'**. Like the national agreement, this applies to all staff.

The Post '92 National Contract and National Framework Agreement (NFA) make clear that there is a link between meaningful CPD and promotions but this does not remove the normal expectation of progression within and through grades as set out in the NFA.

Negotiating and agreeing meaningful professional development opportunities with fair and open access to all staff can be a powerful tool. It can also help address common problems such as grade drift, pay concerns and equality concerns.

Grade Drift

In 2012 UCU produced a report and advice to members on grade drift. Grade drift is the term that describes how employers are requiring higher level tasks to be undertaken by lower graded staff. It could also be understood as undermining the 'rate for the job' and is something that our members tell us is happening across the sector to both academic and related staff.

CPD is an integral part of the professional status of all academics and academic related, professional staff (ARPS). CPD can mitigate some of the impact of roles being reduced to their core functions and prevent staff from becoming stuck at particular points in their career. Working jointly, employers and unions can use CPD as a positive and powerful tool to respect and enhance the professional status and roles of academics and academic related, professional staff whatever their grade and career path.

Equality

In 2012 UCU produced an extensive report on **the position of women and BME staff in professorial roles in UK HE institutions**. The report showed that women and BME staff were significantly underrepresented at the professorial level in UK universities. The results revealed that:

	Women	BME
Percentage of non-professorial staff	46.8	13
Percentage of professoriate	19.8	7.8
Pay gap at professorial level per annum	£4,828 or 6.3% less than their male colleagues	£7,147 or 9.4% less than their white colleagues

The study also showed that women are less likely to apply for promotion to the professoriate than their male counterparts but are successful when they do so. Conversely, BME staff are just as likely to apply but are less successful in securing promotion than their white colleagues.

The Equality Challenge Unit undertook detailed work on their publication: **The experience of black and minority ethnic staff in higher education in England**. The research was wide ranging but in relation to professional development it reported that professional development was not often targeted at BME staff. It went on to say that although all universities have a range of CPD courses available, BME staff felt that only some individuals were ever encouraged to take up development opportunities. One of the recommendations of the report is to:

Initiate a range of BME staff development opportunities, which may include mentoring and other skills development initiatives; this may help to mitigate occupational underrepresentation and promote career progression.

The UCU and Equality Challenge Unit reports suggest that equal access to professional development could play a significant role in reducing the inequality of representation of particular groups in the professoriate. Moreover, UCU

suggests that some targeted CPD may also be necessary to ensure that any particular CPD needs of these groups are met.

Negotiating for better, or indeed any, CPD opportunities is a positive way in which branches can begin to address these issues.

The Post '92 National Contract and NFA demonstrate a clear commitment from the employers to the professional development of their staff. This provides a good foundation on which branches can make a positive approach to their employer with the aim of work jointly towards an improved CPD offering.

When negotiating for CPD your branch should assess the current position at your university and discuss your negotiating strategy with your regional office. Where possible branches should seek to work jointly with their employer and other campus unions in building a CPD offering that is genuinely developmental, accessible to all and provides tangible benefits to the individual staff member, the institution and to the students.

Is professional development actively encouraged for all staff?

or

Has professional development stagnated at your university?

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

- 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
- policy incorporates a fair appeal process
- professional development is embedded into the life of the institution and is integrated with other university policies such as appraisals, departmental and university wide planning.

CPD should be motivating and enhance the contribution of staff to the institution

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 Post '92 National Contract and NFA, CPD schemes should improve the performance of the individual and their University. CPD should enhance the individual's motivation and their feeling of, engagement in their role, their career and the life of the institution.

The university should encourage and support all staff in planning for their career, discussing what CPD may be appropriate for them and taking up CPD opportunities. If a member of staff does not wish to engage in any optional CPD they should not be punished. Managers or appraisers should discuss this with the staff member and explore the reasons for the not choosing to undertake CPD. This may indicate a lack of relevant opportunities other underlying causes of which the employer should be aware and take action where appropriate.

The CPD process will naturally be linked to other policies within the university, particularly those that assess your capability to undertake your role. 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 that 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. When negotiating a CPD agreement branches should ensure any links to other policies and procedures is appropriate and should discuss this with their regional office.

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 undertake your role to a competent level and in accordance with the regulations of the University and any relevant statutory requirements. It is distinct from required training. Such training should be accounted for separately in workload planning and be part of a separate training budget.

Training might include:

- updating legislative knowledge such as equality
- training on new university IT packages
- training on dealing with distressed students for front line staff.

Genuine professional development might include:

- subject specific conferences organised by professional associations which may include the Association of University Administrators for academic related staff
- pedagogic development which may include new evidence based educational theory form organisations such as the Higher Education Academy
- 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 university policy or government regulations. **CPD should be a genuinely developmental and continuous process that allows you to learn, reflect and enhance your professional practice.**

The necessary training for your role is part of CPD but it should not be the only development and learning route available to staff. The truly developmental aspects of CPD should still be provided for and should have distinct budgetary strands to ensure both the time and financial means are available for staff to participate in meaningful CPD.

Professional development should be expressed as an entitlement and where possible, incorporated in to contracts of employment.

CPD or scholarly time?

The academic role profiles agreed as part of the National Framework Agreement embed the notion of scholarship into all job families at all levels. Like training, scholarly activities are a necessary part of the role and ensure that your current skills are up to date and enables you keep on top of current developments in your field.

Scholarly time is not the same as CPD and should be separately accounted for in any workload planning or modelling.

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 staff in the counselling service.

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 it is to professional development, universities should be mindful of the benefits of personal development and give reasonable support to their staff in undertaking such development.

How much CPD?

As part of a negotiated and agreed policy, branches should aim to secure a minimum entitlement to CPD. UCU suggests this should be set no lower than 5 days per annum. This is in line with the UCU suggested minimum in FE where there was previously a statutory requirement for 30 hours CPD per annum. A minimum number of days should not become a limit to further appropriate CPD. Nor should it be a reason for tick box style CPD in order to reach the minimum. As discussed previously, UCU believes professional development should always be expressed as an entitlement.

During your negotiations you may find different formulae for quantifying the CPD entitlement are more effective. For example, the entitlement could be given in the form of a minimum number of CPD credits. The credit could be used by the staff member as time or money, or a combination of both, to undertake particular CPD.

Although CPD will usually need to be agreed with the employer, branches can consider negotiating to allow a portion of the minimum entitlement as free choice. This would allow the staff member to 'spend' some of their CPD credit as they wish.

Training and scholarly activities are separate from professional development

Who is CPD for?

The national agreement between the AUT and the CVCP clearly sets out 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 must apply to all of the following (this is a non-exhaustive list):

- Lecturers – in all job families and on all grades including the professoriate
- Academic related, professional staff
- Researchers
- Senior managers
- 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.

Staff members employed through an agency should check where the balance of responsibility between the agency and hiring organisation sits. Although agency staff should not normally be hired to fill longer term vacancies, UCU argues that universities should provide agency staff with the necessary training to undertake that particular 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.

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 and capture the maximum number of people. Where a CPD session unavoidably falls outside of a part time members of staff 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 (UCU commentary on Part time worker regulations).

UCU advocates that similar provision should be negotiated for staff on casualised contracts. Such staff should have equal access to CPD opportunities as full time, permanent members of staff. Time for CPD should be built into the workload planning of staff on casualised contracts and should be paid for by the employer.

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. In HE this can be a particular issue for Academic Related, Professional Staff (ARPS). It is often assumed that the only career path for ARPS is to move into management roles. This can also be true for academics although not usually to the same extent. Therefore, employers should support ARPS members to investigate other routes to career progression. This may include becoming more expert in your professional field. For example a disability advisor may wish to undertake professional qualifications in assessing and supporting dyslexic students and staff in IT services may wish to undertake specific training such as systems administration in order to enhance their career progress without moving into a management role.

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

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 university 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.

Universities should allow a flexible budget 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 that any CPD or training that is required by the university must be met in full by the employer.

As discussed in previous sections, it is your employer's responsibility to ensure 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 our desired career outcomes. Your university 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 to 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 and beyond.

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 principals in order to be a truly useful developmental process:

- Agreed with the relevant trade unions
- Be a genuinely supportive process

- Not be a punitive process
- Not be linked to pay
- Be a joint process between appraiser and appraisee.

The Post '92 National Contract and NFA set out the link between appraisals or performance management and CPD. There should be an open and honest 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 can also be used to take stock of where you are and discuss overall professional and career development into the future.

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 an HE 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 individual 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.

Staff are more likely to engage in CPD where the organisation has a learning culture and staff at all levels are encouraged to put CPD at the heart of their professional practice. There may be additional benefits to organisations adopting a learning culture via schemes such as Investors in People.

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

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 university 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 your 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.

Preparing to negotiate

Being prepared is an essential part of any negotiation and even where branches hope to work jointly with the employer. Looking at the following considerations before entering the nitty gritty 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 (UCU ULR information).

ULRs that have completed their training receive statutory time off and branches should consider converting existing branch committee members to become ULRs or recruiting new ones to make the most of this opportunity.

Learning Committee

Union Learning Reps should investigate the possibility of setting up a Learning Committee. Most universities will already have a committee to oversee professional development within the institution and this may be a standalone 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 ULR's 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 in which to encourage a learning ethos throughout the organisation.

Learning agreements

UCU advocates the establishment or renewal of a negotiated learning agreement. This will underpin the provision of professional development ensuring the provision is relevant and appropriate and that the process for requesting it is fair and transparent. It will set out the 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 (UCU ULR information).

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.

Members can get directly involved in the analysis by participating in a branch survey that can inform member's 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 members 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 your 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 must 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 most 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.

UCU training and CPD

UCU reps and members should make good use of UCU's training and CPD programme. Such opportunities should enhance what is available from your institution. UCU courses should not be used by the University to substitute or a way of providing CPD on the cheap. However, ULR's should ensure there is adequate provision within a learning agreement to ensure trade union members are able to attend such courses and that these can, by agreement and where appropriate, be a formal part of professional development. Any provision for time

off negotiated as part of a learning agreement should always be in addition to any allowance within the facilities or procedural agreement between UCU and the university.

Trained Union Learning Reps are entitled to statutory time off for their duties

The common concerns of employers and how UCU can respond

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	The UCU response
<p>We just don't have enough money</p> <p>We have already paid for training for everyone</p> <p>Isn't scholarly activity the same as CPD?</p>	<p>Institutions should seek economies of scale – can you join with other nearby institutions?</p> <p>Do you have experts in your own institution that can deliver training or CPD for you?</p> <p>In some cases of requested CPD part payment of fees or a contribution to expenses may be reasonable</p> <p>Other sources of CPD should be explored</p> <p>Separate time should be allowed for academics to undertake scholarly activities which, like training, are necessary to undertake the role</p>
<p>We cannot fit in 5 days CPD each year</p> <p>Part time staff will have to attend in their own time</p>	<p>With proper workload planning it should be possible to accommodate most if not all of a 5 days minimum into normal working hours.</p> <p>The 5 days 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</p> <p>Branches should consider negotiating a system of CPD credits that can be 'spent' as time or money or a combination of both</p> <p>Employers should avoid potentially discriminatory practices e.g. holding CPD sessions outside of normal working hours may exclude those with caring responsibilities</p>

<p>We cannot provide CPD for everyone who wants it</p>	<p>Institutions should carry out an Equality Impact Assessment to ensure access is equal to all staff groups.</p> <p>CPD should be budgeted for and there should also be a fair and transparent process for assessing CPD requests.</p> <p>There must be an appeals process.</p> <p>A training needs analysis can identify where CPD may be most needed.</p>
<p>All CPD should align with organisational needs</p>	<p>The national agreements are clear that CPD should be a mix of individual and organisational need.</p> <p>Professional development should be jointly agreed through the appraisal system which in itself is a joint process between appraiser and appraisee.</p> <p>CPD should not be confused with necessary training that may be more aligned to organisation needs.</p>
<p>We offer CPD but no one attends</p>	<p>Is the CPD that is being offered relevant?</p> <p>Considering sharing courses that have a lower take up but may still be important with other nearby institutions</p> <p>Does the organisation encourage a culture of learning? Staff are more likely to engage where continuous learning is actively encouraged.</p>

Checklist

The following are some of the key points that you should cover in your negotiations with management or when you are evaluating your current agreement:

Are UCU being consulted about any proposed changes?

Yes

No

Comments

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

Have you informed your regional office?

Yes

No

Comments

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.

Do you currently have a CPD or learning agreement?

Yes

No

Comments

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.

Is CPD included in your workload planning?

Yes

No

Comments

CPD should be accounted for separately in any workload planning or modelling. It should not include training or time for scholarly activities.

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.

Is there a separate budget allocation for CPD?

Yes

No

Comments

This should differentiate between the budget for necessary training and 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.

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

Yes

No

Comments

This should include a statement on a pro rata expectation for part time staff who are protected from being unfairly disadvantaged in comparison to full time colleagues by the Part time workers (prevention of less favourable treatment) regulations, 2000.

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.

Where possible contracts should state there is an entitlement to CPD and state the agreed minimum.

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

Yes

No

Comments

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.

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

Yes

No

Comments

The JCC must be provided with a written version of any proposed changes in order to consult in a meaningful way.

Has any evidence the university used to reach its proposals been shared with UCU?

Yes

No

Comments

The JCC must be provided with all the information it needs to ensure the consultation is meaningful. This may include:

Have you discussed the appeals procedure with your regional office?

Yes

No

Comments

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

Is there a review procedure for the policy?

Yes

No

Comments

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.

Is there training for all staff on any changes?

Yes

No

Comments

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.

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

Yes

No

Comments

All changes to existing policies or new policies should be subject to an EIA and the results made available to the JCC. Guidance and an EIA pro forma are available from the Equality and Human Rights Commission.

Useful Information

Below are links to further information and details of regional and Scotland/Wales/Northern Ireland offices.

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

UCU advice on performance management and link to the AUT-CVCP agreement on the Career Development and Staff Appraisal Procedures for Academic and Academic Related Staff:

<http://www.ucu.org.uk/circ/UCUHE97.pdf>

Direct link to the AUT and CVCP agreement on the Career Development and Staff Appraisal Procedures for Academic and Academic Related Staff:

http://www.ucu.org.uk/circ/UCUHE97_att1appendicesB+C.pdf

Academic and Academic Related Role Profiles in Pre and Post '92: **Role profiles**

The position of women and BME staff in professorial roles in UK HEI's:

<http://www.ucu.org.uk/6448>

Experience of black and minority ethnic staff in HE in England:

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

unionlearn page about ULRs and information on learning agreements:

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

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

UCU ULR page with links to example learning agreements:

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

UCU – Learning for life – CPD project website: <http://cpd.web.ucu.org.uk/>

Association of University Administrators: <http://www.aua.ac.uk/>

The Higher Education Academy: <https://www.heacademy.ac.uk/>

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Bargaining and Negotiations Department