Professional Development Framework
for Academic Division staff working in schools

Guidance for appraisers
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1. Introduction and background

The changing landscape of higher education will necessitate effective mechanisms for the recruitment, motivation, development and succession planning of professional services staff at all levels to respond to the changing needs of the University. This framework will enable managers to put the mechanisms in place to support the needs of individuals as well as the longer-term strategic objectives of the school / department and the University as a whole.

This framework is the output from a project jointly run by the Academic Division and HR, partly funded by the AUA.

The aims of the project were to develop and implement a Continuous Professional Development (CPD) framework supporting professional services staff across the University in their career development in order to:

- enhance institutional performance through high quality staff
- develop management and leadership capability
- enable succession planning
- provide a framework for sustainable practice in career planning
- foster equality and diversity of development opportunities across the University
2. Purpose and principles of the framework

This framework provides Managers with a broad structure within which to identify the CPD needs of their professional services staff, and to plan and deliver development activities to meet those needs. The framework also offers a model of professional behaviours which builds on best practice in the HE sector and elsewhere and draws on National Occupational Standards to provide a steer on key and valued behaviours linked to the AUA’s Code of Professional Standards.

The underpinning principles of the CPD Framework (which build on the CIPD key principles of CPD\(^\text{1}\)) are:

- CPD is essential for maintaining the standard and integrity of HE professionals
- professional development is a continuous process that applies throughout working life
- individuals are responsible for managing and undertaking CPD activities and ensuring that their learning is integrated into their professional practice
- individuals should identify for themselves their learning needs and determine how best to fulfil them
- learning objectives should reflect the needs of the institution and its stakeholders as well as the individual’s goals
- learning should come from a wide range of activities, both formal and informal
- learning is most effective when it is acknowledged as an integral part of all work activity rather than as an additional optional activity
- all professional services staff should have equality of opportunity to engage in and benefit from CPD activities* 

* this relates both to equality of opportunity between staff working in HE professional services roles and between professional services staff and other staff groups within HE

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\(^1\) Megginson, David and Whitaker, Vivien, *Continuing Professional Development*, CIPD, 2007 with the permission of the publisher, the Chartered Institute of Personnel and Development, London (www.cipd.co.uk).
3. Definitions and terminology
Some definitions are provided below to aid interpretation and implementation of this framework.

**Continuous Professional Development (CPD)**

An ongoing, planned learning and development process that:
- enables individuals to maximise their potential
- contributes to work-based and personal development
- ensures continuing confidence and capability particularly in changing environments
- updates skills, knowledge and understanding
- prepares individuals for changes in existing roles or moves to other roles
- enhances individual and organisational performance

CPD applies to every member of professional services staff throughout their career.

**Career development/management**
The Chartered Institute of Personnel and Development (CIPD) definition is:

‘Planning and shaping the progression or movement of individuals within an organisation by aligning employee preferences and potential with organisational resourcing needs.’

Managing employee careers survey report, June 2003

**Career pathways**
Career Pathways are the routes people take throughout their careers. People enter the University workforce at all levels, from a wide range of backgrounds and into a variety of different jobs. Some examples of HE career pathways are available on the AUA website.

**Career progression**
Any move to another role whether temporary or permanent that enhances an individual’s skills, knowledge or experience regardless of level of the role. This includes roles at the same level as the existing role and does not therefore necessarily imply continuous upwards movement through the structures. Undertaking a variety of roles at the same level can provide an individual with an invaluable breadth of skills, knowledge and experience.

**Learning and development activities**
A development activity is any event, formal or informal, that increases knowledge, experience and understanding, improves performance and contributes to lifelong learning. Learning and development activities include those that build on or maximise strengths (eg coaching others) as well as those that meet areas for development. The range of activities covers the whole spectrum of learning and can include on-the-job development, formal programmes and qualifications as well as informal and experiential learning.

**Professional Services Staff**
Within this framework, the term professional services staff encompasses all those in University roles other than those on academic terms and conditions. All roles both generalist and specialist at all levels are covered by this framework.

**Promotion**
Moving to a higher graded role by applying for an advertised post and being appointed through recruitment and selection processes, or where significant changes to or development of a role lead to re-evaluation and upgrading.
4. The benefits of using the framework

For individuals
- Supporting control of own development through encouraging reflection
- Building on current capabilities, skills and knowledge
- Increasing effectiveness in the workplace
- Increasing motivation to learn, build confidence and self-esteem
- Enhancing recognition in the University and sector
- Enhancing transferable skills that are recognised and valued across public, private and voluntary sectors
- Expanding and developing new areas of capability, which might be for existing role or for career development
- Maximising and building on strengths

For the line manager
- Aiding the identification of personal and professional development needs for individuals and administrative teams
- Enhancing guidance available to staff as part of their preparation for appraisals
- Acting as a guide to career and succession planning for line managers
- Providing a framework to give regular constructive feedback to individuals

For the University
- Professionals able to meet the changing requirements of the sector
- More effective deployment of skills
- Making the most of each person in the organisation
- Enhancing recruitment and retention processes
- Facilitating growth of the skills and experience the organisation needs
- A model of behavioural framework for the University
- Flexibility to adapt the framework for the needs of different roles
- A common approach to CPD will facilitate joint staff development activities across the institution

Sector wide
- A shared understanding of CPD for professional services staff within the HE context
- A model for developing a consistent and coherent approach to CPD
- Fostering consistency in the quality of support of the student experience
- Enhancing recruitment and transferability within the sector through a common understanding of professional behaviours
- A means of demonstrating the professionalism that staff bring to the support of the student experience
5. The professional framework

Excellence results not simply from what people do but also how they do it. The development framework highlights behaviour patterns that distinguish effective performance in professional services roles. They identify how an individual does the job. The framework has been designed to clarify what individuals can do to develop in their jobs and beyond - and ultimately to deliver their organisation’s strategic plan.

This framework provides a clear steer on key and valued behaviours. It does not assume that these are the only effective behaviours. Moving up through the grades, the framework builds on the requirements of the grades below, and as such has been tailored to the levels and requirements of the University of Kent’s organisational structure, culture, environment and objectives.

There are nine key groups:

- **Managing self and personal skills**
  Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others.

- **Delivering excellent service**
  Providing the best quality service to external and internal clients. Building genuine and open long-term relationships in order to drive up service standards.

- **Finding innovative solutions**
  Taking a holistic view and working enthusiastically with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation.

- **Embracing change**
  Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.

- **Using resources**
  Making effective use of available resources including people, information, networks and budgets. Being aware of the financial and commercial aspects of the organisation.

- **Providing direction**
  Seeing the work you do in the context of the bigger picture and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others.

- **Developing self and others**
  Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the organisation.

- **Working with people**
  Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wide range of interpersonal skills.

- **Achieving results**
  Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.
Each group has been divided into three aspects.

**Self**  
Behaviours that may be observed whatever the working situation

**Others**  
Behaviours that may be observed when interacting with and influencing others, or when managing colleagues

**Organisation**  
Behaviours that may be observed when influencing at organisational level or representing the organisation

The table in the next section identifies behaviours that may indicate a need for further development for each of the groups. These are offered as a positive tool for assessment and reflection.

Perhaps the most powerful aspect of this approach is the control that it gives individuals over their own development. The behaviours are easily understood because they have been developed within the HE sector and they are accessible to everyone. Although the framework encompasses roles that include line management and/or strategic responsibilities, most of the behaviours shown under ‘others’ and ‘organisation’ are also relevant to roles that do not include management or leadership responsibilities.

The framework will help individuals to:

- identify the behaviours that are relevant to their job
- identify their personal CPD needs
- develop those behaviours and improve performance
- identify ways to build upon and maximise existing strengths
- seek structured feedback from others
- provide structured feedback to colleagues

Some other ways in which the framework can be used are:

- for individual self assessment of potential and in career planning
- as a basis for the design of specific learning and development activities - to improve individual and organisational performance
- for recruiting and selecting - to focus on the behavioural requirements of the job in an objective and specific way
- for succession planning – to develop staff within the sector to prepare them to compete for more senior roles
6. Professional framework for HE Professional Services Staff - Further development needs

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<th>Examples of behaviours that may indicate a need for further development</th>
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<td><strong>Managing Self and Personal Skills</strong></td>
<td>Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others.</td>
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<tr>
<td></td>
<td>- Talking or writing at inappropriate length</td>
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<td>- Focusing almost exclusively on own job or own department</td>
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<td>- Being consistently late for meetings</td>
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<td>- Missing deadlines</td>
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<td>- Reacting defensively to constructive criticism</td>
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<tr>
<td><strong>Delivering Excellent Service</strong></td>
<td>Providing the best quality service to external and internal clients. Building genuine and open long-term relationships in order to drive up service standards.</td>
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<td></td>
<td>- Using too much organisational jargon</td>
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<td>- Adopting a ‘one size fits all’ approach</td>
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<td></td>
<td>- Hiding behind rules and regulations</td>
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<td></td>
<td>- Providing anonymous service by withholding name or contact details</td>
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<tr>
<td><strong>Finding Innovative Solutions</strong></td>
<td>Taking a holistic view and working enthusiastically and with creativity toanalyse problems and develop innovative and workable solutions. Identifying opportunities for innovation.</td>
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<td></td>
<td>- Abdicating responsibility for resolving issues</td>
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<td>- Doing things the way they have always been done without reviewing them</td>
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<td>- Going for the ‘easy’ solution</td>
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<td>- Overlooking the potential repercussions of setting precedents</td>
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<td></td>
<td>- Putting obstacles in the way of innovation</td>
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<td><strong>Embracing Change</strong></td>
<td>Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.</td>
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<td></td>
<td>- Unable to move beyond negative reaction to uncertainty</td>
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<td>- Complaining instead of doing something about it</td>
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<td></td>
<td>- Consistently blocking change and failing to build on others’ ideas for change</td>
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<td></td>
<td>- Generating numerous ideas but not following any of them through</td>
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<td><strong>Using Resources</strong></td>
<td>Making effective use of available resources including people, information, networks and budgets. Being aware of the financial and commercial aspects of the organisation.</td>
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<td></td>
<td>- Always going for the highest quality solution regardless of cost implications</td>
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<td>- Re-inventing the wheel</td>
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<td></td>
<td>- Assuming staff time is free</td>
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<tr>
<td>Providing Direction</td>
<td>Examples of behaviours that may indicate a need for further development</td>
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| Seeing the work that you do in the context of the bigger picture and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others. | • Getting bogged down in detail – unable to see the wood for the trees  
• Being too internally focused  
• Focusing on the short-term view  
• Dictatorial or controlling |

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<th>Developing Self and Others</th>
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| Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the organisation. | • Blocking the progress of high potential colleagues  
• Believing that ‘development’ equals ‘training’, not engaging with informal development methods  
• Being intolerant of mistakes and apportioning blame  
• Focusing on others’ weaknesses rather than their strengths |

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<th>Working with People</th>
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| Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wide range of interpersonal skills. | • Interrupting when others are speaking  
• ‘Guarding’ information  
• Discouraging debate  
• Giving priority to own personal goals  
• Presenting other people’s ideas as your own |

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<th>Achieving Results</th>
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| Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria. | • Believing that talking about things is the same as action  
• Being disorganised  
• Failing to see things through  
• Over-committing and not delivering |
7. Examples of Learning and Development activities

The following list provides a reminder of the wide range of learning and development activities, apart from formal training programmes, that can be used for CPD. This is not intended to be an exhaustive list.

- 360° feedback
- Action learning
- Benchmarking
- Briefings
- Coaching
- Committee membership
- Conferences
- Consulting
- Contributing to consultation and feedback
- Delegation
- Development centres
- Dialogue and discussion
- Distance learning
- E-learning
- Job rotation
- Job swaps
- Mentoring
- Networking groups
- Observing and listening
- Peer review/support
- Planned reading
- Policy development
- Presentations
- Project team membership
- Psychometric tools
- Questioning
- Reflective learning
- Research
- Role modelling
- Secondments
- Shadowing
- Special interest groups
- Video feedback
- Visits
- Volunteering
- Workshops
- Writing reports, articles etc.
8. Learning and Development Providers and further information

Guidance notes for managers and staff are available on the AUA website at www.aua.ac.uk.

Useful websites:
Learning & Development providers:
AUA: www.aua.ac.uk
HEA: www.heacademy.ac.uk
LFHE: www.lfhe.ac.uk
SEDA: http://www.seda.ac.uk/pdf/...%5Cindex.htm
The Training Gateway: www.thetraininggateway.com

Professional bodies:
Association of Graduate Career Advisory Services (AGCAS): http://www.agcas.org.uk/
Association of Heads of University Administration (AHUA): http://www.ahua.ac.uk
Association of Managers of Student Services in Higher Education (AMOSSHE):
http://www.amoosshe.org.uk/content.asp?ContentID=1
Academic Registrars Council (ARC): http://www.arc.ac.uk/
Association for Research Managers & Administrators (ARMA): http://www arma.ac.uk/
Association of University Directors of Estates (AUDE): http://www.aude.ac.uk/home
Association for University Research & Industry Links (AURIL):
http://www.auril.org.uk/pages/home.php
British Universities Finance Directors Group (BUFDG): http://www.bufdg.ac.uk/
Chartered Institute of Management Accountants (CIMA):
Chartered Institute of Personnel and Development (CIPD): http://www.cipd.co.uk/default.cipd
College and University Business Officers (CUBO): http://www.cubo.org.uk/
Guild of Higher Education (GuildHE): http://www.guildhe.ac.uk/
Higher Education and Technicians Education and Development (HEaTED), part of Institute of Science & Technology (IST): http://www.istonline.org.uk/HEATED/heated.htm
Higher Education Academy (HEA): http://www.heacademy.ac.uk/
Institute of Chartered Secretaries and Administrators (ICSA): http://www.icsa.org.uk/home?c=1
Institute of Leadership & Management (ILM): http://www.i-l-m.com/
Universities Personnel Association (UPA): http://www.upa.ac.uk/

Others:
Management Standards Centre: