

# Academic CPD Policy

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Linked policies and documents:	Human Resources and Staff Development Policy Staff Development and Appraisal Policy Observation of Learning and Teaching Policy Learning Teaching & Assessment Strategy Policy
External reference points:	<p><a href="#">UK Quality Code for Higher Education 2024</a> UK Quality Code Expectation for Quality Core Practice Q3 The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.</p> <p><a href="#">Standards and Guidelines for Quality Assurance in the European Higher Education Area</a> Guiding Principle for Enabling Student Achievement Clear, accessible and inclusive policies and procedures to enable students and staff to identify when support mechanisms may be required for academic and personal progression</p> <p>Actively seek feedback and engagement of students and staff to ensure continuous improvement of the learning environment. Certified Management &amp; Business Educator (CMBE) scheme of the Chartered Association of Business Schools (CABS).</p>
Audience:	OBC Academic Staff

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# 1 Introduction

This policy sets out the College's approach to continuous professional development (CPD) for academic staff. It explains how CPD for Academic Staff is aligned to the College's strategic plan, the Learning, Teaching and Assessment Strategy, and the Human Resources and Staff Development Policy. It gives the rationale for CPD with the types and content of CPD provided, and how they are selected. It explains how CPD is managed and delivered and how it is monitored and reviewed by the Academic Quality and Standards Committee. This policy should be read with the Human Resources and Staff Development Policy, the Staff Appraisal Policy, the Observation of Learning and Teaching Policy and the Learning Teaching and Assessment Strategy.

## 2 Purpose

The Academic Staff Continuous Professional Development (CPD) Policy sets out the College's commitment to the professional development of its academic staff. The Policy ensures that academic staff have and develop the knowledge, skills and personal qualities they need, in order to provide the highest possible quality of learning, teaching and assessment to students at the College, in accordance with the College's vision, mission and strategic priorities. The Policy supports the work of the Academic Quality and Standards Committee, by improving staff performance through focused training and workshops that harnesses the collective expertise of internal and external stakeholders and adds value to the student experience. The CPD policy for academic staff will enhance their career prospects, increase their learning capacity, encouraging participation in and commitment to lifelong learning, and ensure they are able to adapt to ongoing change in Higher Education and particularly the field of Business Studies and Management.

## 3 Scope

This policy covers all types of CPD activity carried out by Academic staff working on all of the College's programmes including:

- 3.1 Bucks New University (BNU)
- 3.2 University of West London (UWL)
- 3.3 Ravensbourne University, London (RUL)
- 3.4 New College Durham (NCD)

The policy covers internal in-house CPD as well as external training; accredited training as well as non- accreditation training; courses funded by the College and those funded by individual

staff independently.

## **4 Aims of CPD**

In order to ensure that academic staff are able to support the achievement of key priorities from the College's Strategic Plan, the Learning, Teaching and Assessment Strategy, and the Human Resources and Staff Development Policy, the Academic Staff CPD Policy has the following aims:

- 4.1 Provide Academic staff with the training and support they need to ensure students attain academic excellence
- 4.2 Promote and equip Academic staff with the knowledge and skills required to enhance the graduate employment outcomes of students
- 4.3 Ensure that CPD supports the College's Learning Teaching and Assessment (LTA) Strategy
- 4.4 Provide Academic staff with the training and support they need for their own personal development and career progression including the attainment of professional qualifications
- 4.5 Motivate and inspire academic staff to collaborate as a team towards the achievement of the
- 4.6 College's vision, mission and strategic plan

## **5 Objectives of CPD**

In order to achieve its aims, the CPD policy has the following objectives:

- 5.1 Ensure that CPD covers a broad range of training and support, which is relevant to all academic staff at different stages in their professional development and career
- 5.2 Encourage and support individual academic staff to adopt an approach to CPD that will satisfy their own personal and professional needs and aspirations, and includes a combination of internal and external training and support where possible
- 5.3 Ensure that observations of learning and teaching as well as staff appraisals are used to inform the content and timing of professional development training and workshops for academic staff
- 5.4 Ensure that academic staff feedback on questionnaires and module and College-wide evaluations, inform the content and timing of their professional development training and workshops
- 5.5 Ensure the Academic staff contribute towards a consistent, personalised and supportive student experience, with added value at all campuses.
- 5.6 Provide a programme of tailored professional training and support throughout the year for academic staff, which is designed to ensure that they are equipped to provide students with an excellent learning experience.
- 5.7 Ensure that Academic staff take opportunities wherever possible to enhance relevant employability competencies of students.
- 5.8 Support Academic staff in developing pedagogies that enhance learning in multiple ways, specifically taking advantage of affordances offered by digital tools.
- 5.9 Develop and embed research as a core component of continual development of pedagogy in the classroom and beyond.
- 5.10 Carry out research and networking with other organisations to remain up to date with pedagogical developments in higher education, and particularly in the field of Business Studies and Management.
- 5.11 Ensure that the College engages with external bodies for professional recognition and accreditation of staff CPD, such as the Fellowship of the Advanced HE and Certified Management & Business Educator (CMBE) scheme by the Chartered Association of Business Schools (CABS).

## **6 Types of CPD for Academic Staff**

CPD for academic staff may consist of the following activities, though not exclusively so:

- 6.1 Formal study leading to a qualification such as a PGCert in education, teaching and other relevant programmes of study
- 6.2 Short training courses and workshops provided by external bodies or partner organisations
- 6.3 The College's own tailored CPD programme comprising of in-house training and workshops
- 6.4 CPD events and activities provided through College membership of professional bodies e.g. the Certified Management & Business Educator (CMBE) scheme of the Chartered Association of Business Schools (CABS).
- 6.5 Events organised internally or by external bodies such as conferences and exhibitions
- 6.6 Private study by an individual that has been recorded on a personal professional development plan, observation of learning and teaching action plan or staff appraisal development plan as well as relevant courses taken through LinkedIn learning.
- 6.7 Skills training such as languages or IT such as use of databases

## **7 Costs of CPD**

All in-house CPD will be provided to all eligible staff free of charge. If staff are required to attend training, they may be remunerated for their time depending on the terms of their employment at the College.

Staff seeking to attend external training may submit a request to the College for financial support. The decision to provide financial support for external training will be decided on a case-by-case basis. There is no guarantee that the College will fund external training. Staff must also ensure that they gain permission from their line manager for being absent due to any external training they choose to undertake.

## **8 CMBE Recognition for CPD and Advanced HE membership**

As a member of the Chartered Association of Business Schools (CABS) the College can offer staff an opportunity to join the CMBE Certified Management & Business Educator. This is the CABS scheme for teaching faculty, which provides professional recognition and supports the ongoing development of staff teaching practice.

Some staff may be funded for joining the Certified Management & Business Educator (CMBE) scheme, which requires staff to complete 40 hours of CPD over one year. Staff may also be funded for an application for HEA Fellowship with the Advanced HE. Staff wishing to be funded must liaise with their line manager, who will pass it on to the Senior Management Team for a decision.

For eligibility to receive College funding for the CMBE annual fee or the Advanced HE Fellowship, staff will normally be required to meet the following conditions:

8.1 Work as a lecturer/tutor or involved in Academic and educational management at the College e.g. Lecturers, Heads of Programmes, Programme Coordinators etc.

8.2 See Appendix 1 for the Categories of CPD in the CMBE.

## **9 Sources of CPD Activities**

CPD activities for training and workshops will be planned and implemented according to some or all of the following criteria:

9.1 Areas of development identified in observations of learning and teaching

9.2 Areas of development identified in staff appraisals and the personal and professional development plans of staff

9.3 Skills gaps identified in skills audits

9.4 Partner institutions requirements

9.5 Programme-specific requirements recommended by programme Leaders in collaboration with partner institutions.

9.6 Requests from lecturers regarding their own needs taken from informal requests, feedback forms, module and course evaluations

9.7 Action points identified in the College's Annual Monitoring Review (AMR) and Annual Development Plan

9.8 Recommendations or essential actions provided in reports by external bodies

9.9 Regulatory requirements from external bodies including partner organisations, awarding bodies, accreditation bodies and professional membership bodies

9.10 Areas for improvement highlighted by students in module and college-wide evaluations, including reports from Student Committees and the Student Council submitted to the Academic Board

9.11 Areas for development identified by the Personal Academic Tutoring process

9.12 Areas for enhancement identified by the Academic Quality and Standards Committee

9.13 Areas for development in relation to the resourcing of a new partnership or programme by the Partnerships and the Academic planning review and enhancement panel

9.14 Findings from internal and external research on relevant pedagogical developments e.g. use of digital technology for blended learning

## **10 CPD Coordination**

The HR Manager will be responsible for the coordination of Academic CPDs maintaining a central record of all Academic CPD requirements with the following responsibilities:

- 10.1 In reference to the Sources of CPD activities above, consult with key stakeholders and conduct needs analysis in order to determine what CPD to provide for all academic staff at the College.
- 10.2 Create a CPD plan and calendar of in-house academic staff development training and workshops in collaboration with Programme Leaders for programme-specific CPD requirements and the Chief Academic Officer for organisation-wide Academic CPD requirements.
- 10.3 Maintain the CPD training record
- 10.4 Report and make recommendations to the Academic Quality and Standards Committee on the selection and monitoring of CPD for academic staff at the College
- 10.5 Keep records of completed CPD training.
- 10.6 Oversee the progression of academic staff through the maintenance of individual CPD plans, including progress toward s 40 hours of CPD per annum for staff on the CABS CMBE scheme
- 10.7 Ensure there is a conducive environment (online or in-person) for individual and group professional and personal development.

## **11 Communication**

All Academic staff are required to read the CPD Policy. It should be discussed by the Academic Quality and Standards Committee, the Programme Committee and during other staff meetings where relevant. There will be a workshop on the CPD policy for all academic staff as and when the policy is amended.

## **12 Review & Monitoring of the Policy**

The HR Manager in consultation with the Chief Academic Officer will review and monitor this CPD policy and procedures and report to the Academic Quality and Standards Committee on implementation. The policy will be reviewed, and a revised version of the Policy will be submitted to the Academic Quality and Standards Committee as and when required.

## **13 Appendix 1: CPD Categories in CMBE**

- 13.1 The CMBE provides professional recognition for CPD in three categories:
  - 13.1.1 Enhancing teaching & learning practice
  - 13.1.2 Scholarship of teaching & learning
  - 13.1.3 Academic leadership



## 13.2 Appendix 1.1: Enhancing Teaching & Learning Practice

Examples of professional development activity:

- 13.2.1 Participate in workshops, seminars and webinars to enhance teaching practice
- 13.2.2 Designing and delivering a workshop about an aspect of teaching practice e.g. how to teach large cohorts
- 13.2.3 Developing the understanding, knowledge and skills to employ TELT (technology enhanced learning and teaching) e.g. class response systems, interactive use of VLE, flip teaching, use of learning analytics, technology-enhanced assessments
- 13.2.4 Participate in online course relevant to CPD, developing and updating your subject-specific knowledge (through reading or attending relevant events)

Reflection and development leading to:

- 13.2.5 Course design/redesign/accreditation
- 13.2.6 Review and update of course content with appropriate reference to employer requirements and expectations of the discipline
- 13.2.7 Module design/redesign
- 13.2.8 Development of materials to support teaching
- 13.2.9 Levels of HEA Fellowship
- 13.2.10 Teaching awards (internal and external)

## 13.3 Appendix 1.2: Scholarship of Teaching & Learning

Examples of professional development activity

- 13.3.1 Design and deliver a presentation about scholarship in business school education
- 13.3.2 Attend institutional/other seminars and workshops pertaining to FHEA and similar accreditation
- 13.3.3 Attend seminars etc. as part of PGCert/MEd and similar
- 13.3.4 Conducts research into learning methodologies and disseminates best practice
- 13.3.5 Edits and reviews a teaching journal or conference submissions

Reflection and development leading to:

- 13.3.6 Publication of conference presentation
- 13.3.7 Publication of conference paper
- 13.3.8 Publication of journal article
- 13.3.9 Publication of official website
- 13.3.10 Publication of textbook or textbook chapters
- 13.3.11 Achievement for the first time of PG Cert/HEA/NTF/other accreditation

#### 13.4 Appendix 1.3: Academic Leadership

Examples of professional development activity

- 13.4.1 Active membership of committees or Task and Finish groups (must be supported by evidence (i.e. minutes) and informs your practice)
  - 13.4.2 Acts as External examiner for taught courses
  - 13.4.3 Community engagement with other external bodies (e.g. Chartered ABS working group or committee)
  - 13.4.4 Mentoring educators
  - 13.4.5 Relevant leadership programmes
  - 13.4.6 Develop or lead institution's professional development programme/framework
- Reflection and development leading to:
- 13.4.7 Programme director/course convenor
  - 13.4.8 Other leadership activities in relation to programmes
  - 13.4.9 Leading a Course/Programme review or new Course/Programme development
  - 13.4.10 Senior/Principal Fellow of Advanced HE, National Teaching Fellow, or other accreditation