



staff development  
forum

# Staff Development Practitioners' Handbook



A reference and guide to support initial and continuing  
professional development



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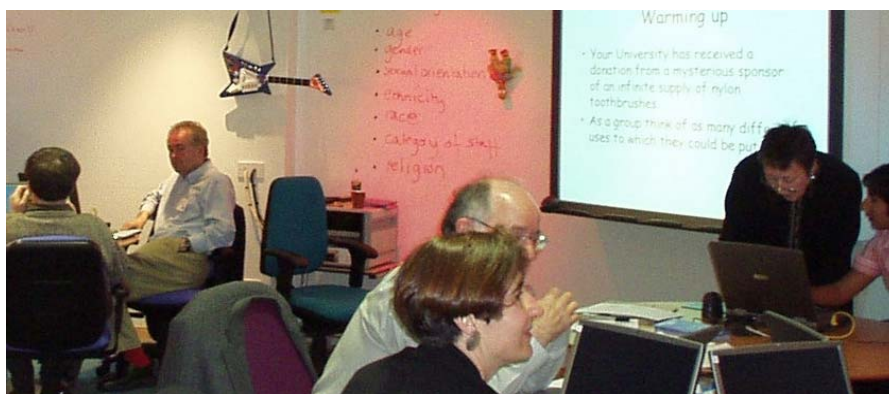
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My thanks to the many who have contributed directly or indirectly to this Handbook, and in particular to those who commented on the drafts and on the first edition.

I should be pleased to receive any comments on this 2008 update, and suggestions that might contribute to a further edition in due course.

Paddy Anstey,  
UEA, Norwich



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# Preface



The Staff Development Forum (SDF) supports the Staff Development community in UK Higher Education in a variety of ways. Such support is crucial at all times, but especially in the present changing landscape where familiar ways are challenged. I am therefore delighted that one of the outputs from the SDF's *Strategic Staff Development Project*, which reported in 2006, was this booklet, which offers both reference information and practical ways in which any of us might take forward our professional development, as staff development practitioners.

To get you thinking there is a short introductory quiz below, but please do take the trouble to read through the Handbook generally and reflect on what it's got to say that's relevant for *your* situation and in *your* role in *your* institution.

This 2008 update has once again been prepared by Dr Paddy Anstey, from the Centre for Staff and Educational Development at the University of East Anglia, Norwich - many thanks Paddy!

I know that Paddy would very much welcome your feedback in support of future revisions so that we can ensure it continues to be relevant for your needs. So please do send your comments or suggestions to [p.anstey@uea.ac.uk](mailto:p.anstey@uea.ac.uk)

On behalf of everyone involved in SDF, I'd also like to express our thanks to the Leadership Foundation for Higher Education (LFHE), and in particular to CEO Ewart Wooldridge, for the financial support LFHE has provided to SDF for the 2008-2012 period which enables us to move forward and consolidate our previous achievements, including the updating of this Handbook.

Professor Sue Law  
Chair, Staff Development Forum

## To Set You Thinking

None of us knows everything. That's one reason for working in teams, and for developing an extensive network of colleagues. Moreover, besides honing our basic skills, even the most junior of us needs a developing awareness of institutional, regional and national matters. An awareness that should grow with experience and seniority.

Developing and using that awareness is, in large measure, what this Handbook is about, and to set you thinking you might try the following questions. The answer to the first is in this booklet, which explains many of the acronyms you will meet. As for the other questions, have you thought much about those issues?

1. What does VITAE do?
2. Name the best champion of your area of developmental work in your institution
3. What is the name of the regional group of staff developers to which your institution belongs?
4. Explain the major institutional strategies that impact on your developmental work
5. What external drivers currently concern the more senior managers in your institution with responsibility for the area of staff activity where you carry out most development?
6. Of which other external developments and trends should those senior managers be aware?

# 1. Introduction

This Handbook is for all those in UK Higher Education whose work includes a significant proportion of 'staff development', broadly interpreted.

It is, of course, for those employed in staff development units... but also for those in education development units or in Centres for Excellence in Teaching and Learning (more commonly known as 'CETLs'), for staff in HR whose remit includes staff development, for those with a substantial IT or library training remit, and many more. Indeed, it is for anyone from any employing unit who may be considered a 'staff development practitioner', either full or part-time.

Whatever your specific role, if you are a staff development practitioner then this Handbook provides you with useful information concerning:

- the way regional and national support for staff developers is organised
- many of the acronyms that you will meet in your role and, where the acronym is of an organisation, further details of that organisation
- your initial and continuing professional development

If you have a colleague who would benefit from this Handbook, please do let them know about it. Copies can be downloaded from the Staff Development Forum website, where a large print version is also available.

SDF website:  
[www.staffdevelopment.ac.uk](http://www.staffdevelopment.ac.uk)

The Handbook has been developed with the help of findings from the Staff Development Forum's *Strategic Staff Development Project* which researched the staff development community extensively. The project recognised – amongst many other matters – that there is an ongoing shift from 'traditional' staff development (offering courses) towards a more all-embracing organisational development, which helps to achieve strategic goals by increasing the performance of employees. This change has an impact on *all* practitioners, not only those in formal staff development leadership positions.

The strategic role of staff development, as presented to senior institutional managers, is described in *Developing Capability in the University* by Paul Blackmore (SDF/LF, 2006).

## The Strategic Staff Development Project

The SDF's *Strategic Staff Development Project* (2005-2006) was funded by the Leadership Foundation, with three linked Themes to explore the context for strategic staff development and analyse the expertise required both by those in staff development leadership roles and by practitioners. The three Themes are:

- Promoting the Strategic Positioning and Alignment of Staff Development in Institutions
- Defining and Supporting the Strategic Leadership Role
- Defining and Supporting the Staff Development Practitioner Role

Copies of all the resulting documents, some of which are referenced in this Handbook, are available from the SDF website [www.staffdevelopment.ac.uk](http://www.staffdevelopment.ac.uk)



# The Forum, Regional Groups and Contacts

The **Staff Development Forum (SDF)** was set up in 2004 by a group of senior practitioners who had been engaged in regional and national networks and activities supported by the former HESDA organisation.

The SDF's most apparent role to many practitioners will be to encourage and support professional development. However, its remit is rather wider and the SDF seeks to help and encourage regional staff development groups, the networking between institutions and across regions, and to act as a conduit of communication and influence on behalf of the staff development profession. The SDF therefore interfaces with national agencies, including the Leadership Foundation (LF) and the Higher Education Academy (HEA).

The Forum also aims to ensure that the community can operate as a whole when necessary, seeking to provide the 'glue' to help those in staff development with different specialities to work together for mutual benefit. To these ends, the SDF seeks funding for national projects, and runs (together with the LF) the annual Staff Developers' Conference, which usually takes place in the first week of November.



So much for the national scene, into which fit the **regional groups** mentioned above. Beyond the individual Higher Education Institution (HEI), staff development in the UK has long been based on such groups where, in principle, any institution can be represented. Some of these groups are very active and effective, and collaborative activities often extend beyond regional boundaries. Of course, the number and nature of the major groups evolves over time.

These regional groups exist for mutual self-help and collaboration amongst practitioners, but vary considerably in the way they operate. Besides holding periodic meetings, which is common to all, some of the groups run developmental workshops for the benefit of the staff development practitioners in their region. Following an SDF initiative, this activity increased during 2006/07 and is set to continue through regional bids for funding. Your institution should be notified of events by your regional group.

In addition to the networking and professional development role of these groups, some also offer workshops on a wide range of topics that are open to *all* staff from their member institutions. This enables the individual HEIs to add to their staff development programme events on topics which would not be viable if run only for the single institution.

All HEIs should expect to have a presence on at least one of the regional groups – with news reported back so that all practitioners have the benefit. These groups also give opportunity to broadcast the successes of the team to which you belong, and can be a forum to work on the challenges.



## If you do not know with which regional group your institution is linked...

1. Ask a colleague: which regional group are you in? Who represents your HEI?
2. If you draw a blank then please use the contact information in the following table.

Regional Group	Chair (or other contact*)	Email
East (ERF)	Linda Bryant	l.bryant@cranfield.ac.uk
Midlands (MSDP)	Sally Bernham	sally.bernham@northampton.ac.uk
Midlands (M1/M69)	Caroline Stainton	caroline.stainton@northampton.ac.uk
South East	Tracy Bell-Reeves	tab4@cant.ac.uk
North West	Paul Dixon	p.a.dixon@manchester.ac.uk
South West	Clive Betts	c.r.betts@exeter.ac.uk
NE and Yorks (NESD)	Becky Walker	becky.walker@tees.ac.uk
London	<i>Shared role</i> Shobi Warwick Steve Rathbone	s.warwick@uel.ac.uk s.rathbone@imperial.ac.uk
Northern Ireland	Clare Madden	c.madden@ulster.ac.uk
Scotland (USMPDG)	Graham Whyte*	g.whyte@strath.ac.uk
Wales (WHESDN)	Rob Baker	rjbaker1@glam.ac.uk

**Table 1: Chairs of Regional Groups**

The SDF has a *Council* based on representatives from these regional groups. The representative is often, but not always, the chair of the regional group.

Council also has a small number of co-opted members, and includes an *Executive* which meets additionally between each meeting of Council.

The Executive consists of the SDF Officers, currently:

Chair	Sue Law	sue.law@coventry.ac.uk
Deputy Chair	Matt Levi	m.r.levi@exeter.ac.uk
Secretary	Marj Spiller	m.spiller@staffs.ac.uk
Deputy Secretary	Claire Bradshaw	c.l.bradshaw@lboro.ac.uk

**Table 2: The SDF Executive**



SDF Chair: Sue Law



SDF Deputy Chair: Matt Levi

## [www.staffdevelopment.ac.uk](http://www.staffdevelopment.ac.uk) ... the Staff Development Forum Website

Development of the Forum's website continues, but already offers a range of information, links and resources. This Handbook is available for download (also in a large print version), together with all SDF documents to which reference is made.

# 3. Your own Professional Development

As a community, our activities typically cover a diverse range of functions, including:

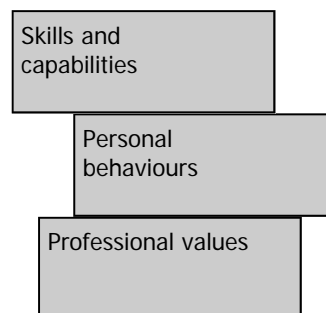
- Management and Leadership Development
- Equal Opportunities and Diversity
- Academic Practice (Learning and Teaching, Research, Administration...)
- Organisational Development
- Personal, Professional and Career Development
- Health and Safety
- Post-graduate and Post-doctoral training
- IT training
- Appraisal, Review and Reward processes
- Quality Management and Enhancement
- Skills Development

To cover any one of these to an acceptable standard requires that, as a professional, you will need an extended set of skills and capabilities.

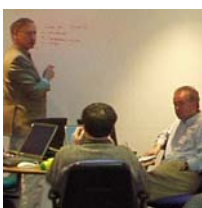
While that is true, we need to be concerned not only with what we do, but how we go about it. For example, what drives your approach to your work? And are you being strategic in your activities, both in support of your institution and in support of your own longer term career?

This section therefore adds to notions of *skills and capabilities* a consideration of what we call here our *personal behaviours* — which can include how strategically we are acting. To these we add the concept of *professional values* because, consciously or unconsciously, our values will underpin our attitudes towards our work and to the individuals with whom we work.

This gives us the three building blocks that govern how we will carry out our role:



The following subsections consider these in turn, starting with the foundational professional values and working upwards.

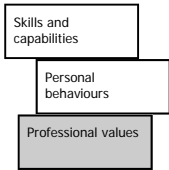


Whether or not you seek professional accreditation (see Section 5, p.15) the elements in this section form part of a fully fledged professional development framework that has been tailor-made for staff developers in HE.

For full details, please see *A CPD Capability Framework*, Sue Petrie and Richard Dales (SDF/LF, 2006)



### 3.1 Professional values



Our 'professional values' will govern our attitudes and therefore our actions as we carry out our profession.

Many professional bodies list the professional values that may be expected of their members because, when adopted, they lay down the 'professional' approach to the work that will be done. Under some professional bodies these values are prescriptive, under others they offer underpinning values that will inform the work, interpreted for one's own situation.

Two relevant examples of professional values are given below, one set from the HE Academy, the other from SEDA (the Staff and Educational Development Association). The SEDA website offers a very helpful explanatory text and examples.

For the staff development practitioner, our 'learners' are, of course, other members of staff, and possibly research postgraduates.

**Professional values listed by the HE Academy are:**

1. Respect for individual learners
2. Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice
3. Commitment to development of learning communities
4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity
5. Commitment to continuing professional development and evaluation of practice

See [www.heacademy.ac.uk/ourwork/professional/recognition](http://www.heacademy.ac.uk/ourwork/professional/recognition) and the link to the Professional Standards Framework

**Professional values listed by SEDA concern:**

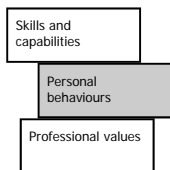
1. An understanding of how people learn
2. Scholarship, professionalism and ethical practice
3. Working in and developing learning communities
4. Working effectively with diversity and promoting inclusivity
5. Continuing reflection on professional practice
6. Developing people and processes

See [www.seda.ac.uk/pdf/11%20SEDA%20PDF-Values.htm](http://www.seda.ac.uk/pdf/11%20SEDA%20PDF-Values.htm)

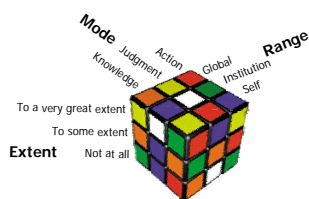
You might wish to record here your reactions to the SEDA or HEA professional values.

In your view, is any one of them more important than another? Would you want to add any other values?

## 3.2 Personal Behaviours



See *Operating Strategically in Staff Development*, Andrew Wilson (SDF/LF, 2006)



*Personal behaviours* reflect how strategically we are operating. Here we offer first a perspective that relates to your strategic impact on your institution and then, via a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, opportunity to reflect on where you are now, and how that might develop.

It is important to realise that strategic behaviours in support of your institution (which include consideration of vision, and of values) are not the sole prerogative of those in senior staff development roles; any staff developer may operate at this level, but for more junior staff the range of their work at that level will be more limited.

Another document spells out in detail what 'operating strategically' means in practice. It is written particularly for staff development leaders and those aspiring to leadership, but it offers an interesting read to all — and a 'Rubik's cube of staff development behaviour' (pictured).

### 3.2.1 How strategically do you work?

Rather than go into detail here, we want to simply point out a few of the basics by posing some questions.

You will gain most benefit by discussing your answers to these questions together with somebody else – perhaps your line manager.

#### Concerning your area(s) of staff development work...

1. Do you know the content of relevant institutional strategies?
2. Are you generally aware of the developmental activities of other universities in your area(s) of professional interest?
3. Are you sufficiently networked that you would become aware of any trends or particular developments — in the UK or elsewhere — that might impact your work or that of your institution?
4. Can you name those in UK staff development who seem to be leaders in your area of professional interest? Whose work do you respect in your region?
5. How are you in contact with those named in (4)?
6. Can you name those in influential positions in your institution, who relate to your work (e.g. from among the more senior managers, and members or chairs of committees) ?
7. Do you tell the people in (6), as opportunity arises, of the good things that you have been doing?
8. The people in (6): how do you show an interest in the issues *they* raise?
9. Are you sufficiently aware of institutional drivers and of the national scene that you can offer sound advice to your institution when asked?
10. Are you in a position to flag issues that will be relevant to your senior managers, *before* they ask?

### 3.2.2 SWOT analysis

A SWOT analysis can also be useful when considering your work. Is there a strategic element in it — for your institution, and for yourself?

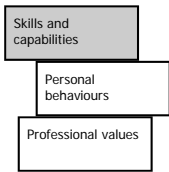
Complete the boxes below. You should start by honestly evaluating your own strengths and weaknesses. Then apply them to the context in which you work, exploring the opportunities and threats you face.

This SWOT template is based on one used in the BTEC Certificate in Management.

<p><b>Strengths</b> Consider aspects of your work that you are proud of. Where do you exceed your expectations (or meet particularly demanding ones)? What aspects of your work have been well received by your those whose development you support, or colleagues, or your manager, or a senior manager?</p>	<p><b>Weaknesses</b> Are there any aspects of your work that concern or disappoint you? In what way don't they meet your expectations (or those of others)? What aspects of your work have been poorly received by those whose development you support, or your colleagues, or your manager or a senior manager?</p>
<p><b>Opportunities</b> What opportunities exist in your current employment? How could your strengths be more fully used?</p>	<p><b>Threats</b> What threats are there to your current position? How might your weaknesses be exposed? How can you fill any gaps in your knowledge and skills?</p>



### 3.3 Skills and capabilities



This section considers the particular skills and capabilities that might be expected of someone with a staff development role.

There are two Tables designed to help you identify particular areas where you might seek development. Table 3 (opposite) lists 'core' skills and capabilities, while Table 4 (pp 13/14) lists 'additional' or 'specialist' skills and capabilities.

'Core' items are those that *all* practitioners might reasonably expect to exhibit. We have deliberately not drilled down to the minutia of our work, but felt it more helpful to offer areas of activity that you might reasonably be expected to recognise.

The particular skills and capabilities identified in these Tables are derived from responses to a questionnaire run by the *Strategic Staff Development Project*. They are not an exhaustive set but reflect the priorities offered by the community.

For a much more thorough treatment, please see the SDF's CPD Capability Framework for Strategic Organisation / Staff Development (SDF/LF, 2006) which draws all the relevant elements together.

In each Table, the numbered columns will allow you – or others – to rate your performance against the items. You can also rate the extent to which something should ideally occur, for your particular role – or aspirations. The numbers mean...

- 0 Not at all
- 1 To a little extent
- 2 To some extent
- 3 To a great extent
- 4 To a very great extent

For example, if your current role is always to deliver workshops of the same kind, where the need has been determined by somebody else, then (from the Table opposite):

*The extent to which you **currently** have 'capabilities in needs analysis, and an awareness of the main kinds of developmental intervention' might rate perhaps only '1' – 'to a little extent' – simply because that has been all that was needed. In such a case, even though it might be sufficient for that role, if you wished to enhance your role as a staff developer you would benefit from having more knowledge about these things and therefore mark **the extent to which you should ideally have** this capability as – perhaps – '2' or even '3', i.e. to 'some', or even 'a great extent'.*

For details, see the *Survey of Staff Development Practitioners* at [www.staffdevelopment.ac.uk](http://www.staffdevelopment.ac.uk)

This follows the approach used by TMS Development International Ltd in their work on 360 degree diagnostics for the Leadership Foundation.

The rightmost column in Tables 3 and 4 reminds you to record any learning needs. An outline CPD log for this purpose is provided at the back of this Handbook, as an Appendix.

You will gain most benefit by reviewing these Tables together with somebody else – perhaps your line manager, or your mentor if you have one. Ideally you will review the lists at least once a year.



<b>Table 3</b>		<b>Core skills and capabilities – to be expected of all practitioners</b>							<b>CPD log entry needed?</b> See Appendix
<b>Item</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comment</b>		
	All SD practitioners should, as a matter of course, be expected to:								
	<ul style="list-style-type: none"> <li>Ensure that initial and continuing professional development (PD) is available to all, and effectively managed and delivered.</li> <li>Encourage PD amongst the staff in their institution and, as opportunity arises, motivate learners and potential learners.</li> <li>Act as a role model to other staff, in support of good practice.</li> </ul>								
	<b>All SD practitioners should therefore be expected to have, to some extent, each of the following:</b>								
	<i>To what extent do you currently have...</i>						Tick one.		
	<i>To what extent should you ideally have...</i>						Tick one.		
	A general appreciation of the working of HE								
	A general appreciation of the working of your institution and its admin procedures and funding available for staff development								
	An awareness of the strategic role of SD within your institution, especially set alongside relevant institutional policies, and HR-related legislation								
	Abilities in networking and general communication								
	Abilities in collaboration and team working								
	Abilities in coaching and informal counselling								
	Capabilities in needs analysis, and an awareness of the main kinds of developmental intervention								
	Capabilities in the design and organisation of developmental interventions (i.e. the things we do, to try to make development happen) appropriate to your role								
	Capabilities in the delivery and evaluation of developmental interventions appropriate to your role								
	Abilities in the creation/selection/adaptation of materials to support both tutor-led activities and 'open' or 'blended' learning								
	An awareness of good practice in 'customer care' and service delivery, to support the customer care and service delivery by your unit								
	Time management and personal organisation skills								
	Project management skills								

### 3.4 Increasing your skills and capabilities

Having identified areas that you wish to address, how will you proceed? Some key ways are:

- Through your own institution's or regional staff development programmes
- Through workshops and conferences specifically for staff development practitioners
- By reading and other 'open learning'
- By being coached
- By engaging in the developmental activities of relevant professional bodies
- By reflective practice
- By collaboration with peers, perhaps in team teaching or project work

It is a good idea to maintain a log of areas in which you wish to improve, and to record your progress. A simple form is provided as an Appendix to this Handbook, but e-portfolios also offer a way to do this.

You might wish to maintain your record in conjunction with your institution's appraisal process.

Some people find a PESTLE (Political, Economic, Sociological, Technological, Legal and Environmental) analysis useful for prioritising elements within their CPD. For that particular kind of application of a PESTLE analysis see, for example, [www.hull.ac.uk/php/cesagh/documents/PESTLEAnalysis.rtf](http://www.hull.ac.uk/php/cesagh/documents/PESTLEAnalysis.rtf)



Table 4

Additional/  
specialist  
skills and  
capabilities

Table 4		Additional/specialist skills and capabilities									
Depending on their role, SD practitioners will develop specialist knowledge for developmental interventions/programmes in support of one or more of the following broad areas:											
Item		0	1	2	3	4	Comment	CPD log entry needed? See Appendix			
<i>To what extent do you <b>currently</b> have expertise in...?</i>							<i>Tick one.</i>				
<i>To what extent should you <b>ideally</b> have expertise in...?</i>							<i>Tick one.</i>				
Change management											
Organisational development											
Academic Practice							Including policy development, teaching practice and learning support, assessment, curriculum design and development				
Research skills							To include both qualitative and quantitative, formulating proposals and writing for publication				
Management development, to include leadership training											
Postgraduate skills											
Personal and Career development											
Information and Communications Technology											
<i>Please add your own specialisation if not covered above</i>											

Table continued overleaf



Table 4  
(Contd)

Staff Development Practitioners may also require skills/capabilities in <i>some</i> of the following:		Item	0	1	2	3	4	Comment	CPD log entry needed? See Appendix
		Mentoring							
		Coaching							
		Facilitation skills including Action Learning							
		Team Building							
		Psychometric testing							
		Ability to identify and propose <i>strategic</i> projects and interventions							
		Consultancy / project work / research							
		Implementing accreditation schemes for courses or programmes							
		Staff Development programme content design and marketing skills							
		Planning, negotiating, mediating and liaising with managers outside of your unit							
		Management of other SD staff, to include performance management							
		Finance and budget management							
		Facility management							

# 4. Conferences and workshops

There are many opportunities to support our professional development. In particular, a wide-ranging conference for all those involved in staff development, broadly interpreted, is held annually – normally in early November. This is currently run jointly by the SDF and the LF, and affords excellent opportunity to meet colleagues from across the UK and take part in a variety of workshops and activities that can increase your professional awareness and capabilities. The breadth of coverage and range of backgrounds of participants is, in itself, a developmental advantage.

The November conference is complemented by an SDF Spring National Conference, which is smaller and has a deliberately practical focus. It also provides you with a valuable bridge between the larger events.

The SDF offers still other events through the year. Some will be centrally organised, either by SDF alone or jointly with other HE organisations, but the emphasis will always be on your own development while giving you opportunity to extend your network of contacts.

Still other events may be organised by the regional groups. Your region should advise you of such developments. These are particularly useful if you are currently without a good regional network of SD colleagues working in Higher Education.

Other Higher Education conferences and workshops may usefully complement those offered by the SDF and the regions by focusing on particular aspects of staff development, and so help with specialist skills and capabilities. Organisations that may be helpful in this regard include SEDA, HEA, LF, AUA, ALT, SCONUL and UCISA, but most organisations offer something through the year.

Events that are not targeted only at HE (e.g. those offered by professional bodies such as CIPD and CILIP) can also be of immense benefit, and may offer a different slant on familiar issues.

Many organisations are listed in Section 6, overleaf. From their descriptions, which of these might offer workshops and conferences that could be of use to you?

# 5. Professional Accreditation

Across all professions the trend is towards practitioners gaining formal accreditation.

The SDF covers a broad church, and through its *Strategic Staff Development Project* found that many of us are already associated with professional bodies that offer a cpd scheme and formally accredited membership. Examples are CIPD, SEDA, HEA and CILIP. On the other hand, some practitioners were disinterested in accreditation, while still others felt that their present academic qualifications were sufficient – and did not relish the thought of possibly needing to ‘jump through more hoops’.

However, some still wanted professional accreditation and it is evident that the present schemes do not offer a good fit for *all* staff developers in our HE community. A significant minority (some 38% of respondents to the project’s survey) said they would like another accreditation scheme to be available.

The SDF has carefully considered this situation, and possible ways forward are being explored. However, this is necessarily a longer-term matter and for the time being those seeking professional accreditation will need to use existing schemes.

# 6. Acronyms and Organisations

Acronym	Explanation	More information (if organisation)
ALT	Association for Learning Technology.	<a href="http://www.alt.ac.uk">www.alt.ac.uk</a>
AUA	Association of Universities Administrators. AUA provides a post-graduate professional development award.	<a href="http://www.aua.ac.uk">www.aua.ac.uk</a>
CETL	Centre for Excellence in Teaching and Learning.	<a href="http://www.heacademy.ac.uk/CETL.htm">www.heacademy.ac.uk/CETL.htm</a>
CILIP	Chartered Institute of Library and Information Professionals. CILIP offers a framework of professional qualifications, for those in HE or employed elsewhere.	<a href="http://www.cilip.org.uk">www.cilip.org.uk</a>
CIPD	The Chartered Institute of Personnel and Development offers a range of professional development qualifications. CIPD serves all those in HR and development roles, whether employed in HE or elsewhere.	<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>
CPD	Continuing Professional Development.	
ERF	Eastern Region Forum (of HE staff developers).	
ESRC	Economic and Social Research Council (See RCUK, below).	<a href="http://www.esrc.ac.uk">www.esrc.ac.uk</a>
HE	Higher Education.	
HEA	The Higher Education Academy helps institutions, discipline groups and all staff to provide the best possible learning experience for their students. It also confers Registered Practitioner status for those meeting eligibility criteria, and membership services (conferences, workshops, and the Subject Centre Networks).	<a href="http://www.heacademy.ac.uk">www.heacademy.ac.uk</a>
HEDG	Heads of Educational Development Group.	Via <a href="mailto:hedg@jiscmail.ac.uk">hedg@jiscmail.ac.uk</a>
HEFCE	HE Funding Council for England provides basic funding for English HEIs (see also LGM).	<a href="http://www.hefce.ac.uk">www.hefce.ac.uk</a>
HEFCW	Higher Education Funding Council for Wales provides basic funding for HEIs in Wales.	<a href="http://www.hefcw.ac.uk">www.hefcw.ac.uk</a>
HEI	Higher Education Institution.	
HESDA	HE Staff Development Agency.	Absorbed into the LF, 1 August 2004
HR	Human Resources.	
JISC	The Joint Information Systems Committee supports further and higher education by providing strategic guidance, advice and opportunities to use Information and Communications Technology (ICT) to support teaching, learning, research and administration.	<a href="http://www.jisc.ac.uk">www.jisc.ac.uk</a>
LF	The Leadership Foundation for Higher Education provides a dedicated service of support and advice on leadership, governance and management for all the UK's universities and higher education colleges.	<a href="http://www.lfhe.ac.uk">www.lfhe.ac.uk</a>
LGM	HEFCE runs the Leadership, Governance and Management development fund, which may offer a route for the funding of larger staff development related projects.	
MSDP	Midlands Staff Development Partnership (of HE staff developers).	<a href="http://www.le.ac.uk/staffdev/msdp/msdp_home.html">www.le.ac.uk/staffdev/msdp/msdp_home.html</a>
PD	Professional Development.	

PESTLE	Stands for Political, Economic, Sociological, Technological, Legal and Environmental. PESTLE Analysis is normally used to help organisations identify and understand the external environment in which they operate and how it will operate in the future. It can also be adapted for use by the individual for personal development planning.	
RCUK	Research Councils UK (RCUK) is a strategic partnership through which the UK's eight Research Councils work together to champion the research, training and innovation they support. Together, the Research Councils support the development of Postgraduate/ Post Doctoral staff and Contract Research staff principally through 'Roberts Funding'. Their main role of each Research Council is to support academic research in UK HE. Of these, the ESRC (Economic and Social Research Council) is most likely to be interested in funding staff development related research – see ESRC, above.	<a href="http://www.rcuk.ac.uk">www.rcuk.ac.uk</a>
SCAP	Standing Conference on Academic Practice.	<a href="http://www2.warwick.ac.uk/services/cap/courses/scap">www2.warwick.ac.uk/services/cap/courses/scap</a>
SCONUL	Society of College, National and University Libraries, which promotes excellence in library services in higher education and national libraries across the UK and Ireland.	<a href="http://www.sconul.ac.uk">www.sconul.ac.uk</a>
SD	Staff Development.	
SDF	Staff Development Forum.	<a href="http://www.staffdevelopment.ac.uk">www.staffdevelopment.ac.uk</a>
SEDA	Staff and Educational Development Association – professional association for staff and educational developers in the UK, promoting innovation and good practice in higher education. SEDA offers developmental workshops and conferences, a PD framework and professional development awards.	<a href="http://www.seda.ac.uk">www.seda.ac.uk</a>
SFC	The Scottish Funding Council provides basic funding for Colleges and HEIs in Scotland.	<a href="http://www.sfc.ac.uk">www.sfc.ac.uk</a>
SRHE	Society for Research into HE.	<a href="http://www.srhe.ac.uk">www.srhe.ac.uk</a>
SWOT	An analysis of Strengths, Weaknesses, Opportunities, and Threats.	
UCISA	Universities and Colleges Information Systems Association represents the whole of higher education, and increasingly further education, in the provision and development of academic, management and administrative information systems, providing a network of contacts and a powerful lobbying voice.	<a href="http://www.ucisa.ac.uk">www.ucisa.ac.uk</a>
SDG	UCISA Staff Development Group.	<a href="http://www.ucisa.ac.uk/groups/sdg">www.ucisa.ac.uk/groups/sdg</a>
SSG	UCISA Support Services Group.	<a href="http://www.ucisa.ac.uk/groups/ssg">www.ucisa.ac.uk/groups/ssg</a>
UPA	University Personnel Association. The UPA is the professional organisation for Personnel and Human Resources practitioners in universities in the United Kingdom and Eire.	<a href="http://www.upa.ac.uk">www.upa.ac.uk</a>
VITAE	VITAE is an umbrella organisation that brings together the former UKHERD (UK HE Researcher Development group) which focuses on professional development and career structures for research staff, and UKGRAD which works with HEIs, supervisors and other national organisations to support doctoral researchers (i.e. PhD students) in developing the skills they need to complete their research projects and manage their careers.	<a href="http://www.vitae.ac.uk">www.vitae.ac.uk</a>

# Appendix:

# CPD Log Template

You may wish to use this page to record your needs and progress with your own professional development.

Date	
Achieved by (event, reading, etc)	
Learning outcome	
Learning need	





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