

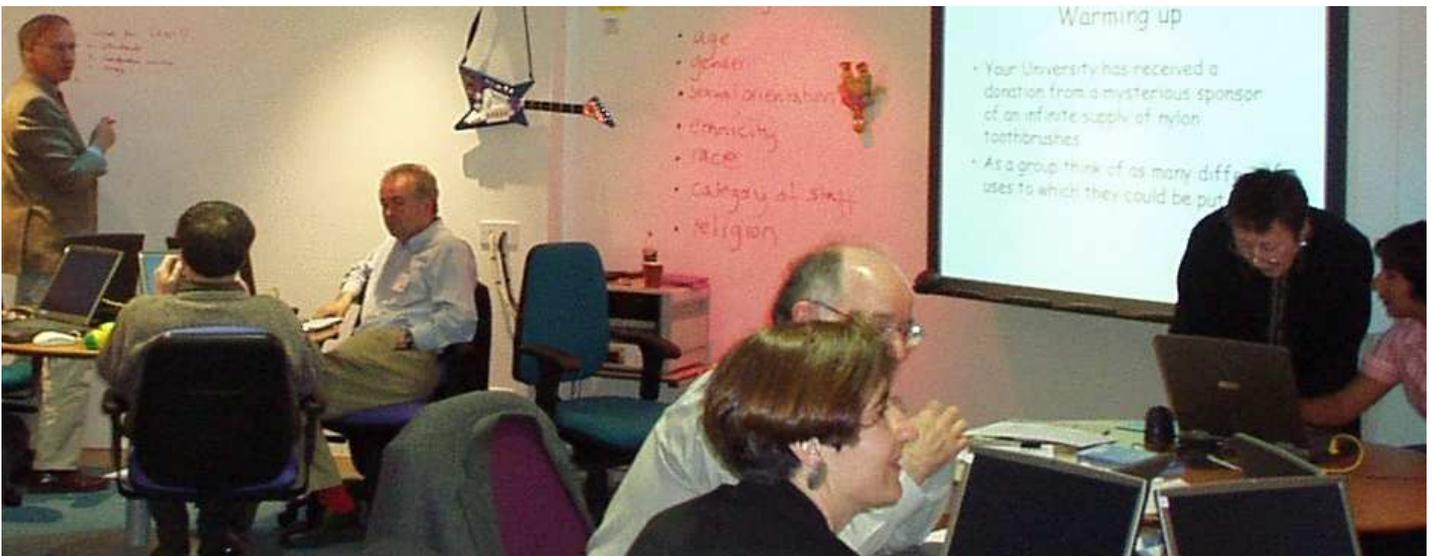


staff development
forum

**Leadership
Foundation**
for Higher Education

Survey of Staff Development Practitioners

Strategic Staff Development Project



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Strategic Staff Development Project

Survey of Staff Development Practitioners

July-December 2005

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Introduction

This work was undertaken as part of the SDF's *Strategic Staff Development Project*, funded by the Leadership Foundation.

The survey was initially distributed in July 2005, and additionally until 10 December. The Questionnaire is presented as Appendix B (see p.104). It was originally sent to key staff development individuals for further distribution, within 164 higher education institutions. Through that mechanism about 400 people had the opportunity to complete this survey. Subsequent distributions increased that figure but opportunities were presented to overlapping populations. We estimate that it eventually went to around 500 people.

A total of 119 responses were received, representing 66 institutions. The data provides an extremely rich source of information, although at this level of response (estimated at between 20 and 25%) we must be somewhat cautious in its application. Nevertheless, we seem to have captured most aspects of our very diverse community.

The results are first summarised (from p.4) and then given in full (from p.9). Please note that all percentages given are calculated on the total number of respondents to the questionnaire – 119 – unless stated otherwise.

The survey results will support further analyses, but an immediate outcome was the construction, by the Project, of a consultation document specifically on:

- The skills and capabilities set of the staff development community
- How that community's professional development (PD) needs might be met
- The sort of PD scheme that would be appropriate for that community
- Accreditation/recognition within such a scheme

That consultation document *Professional Development for Staff Development Practitioners* is available separately.

Any enquiries about this work should be sent to p.anstey@uea.ac.uk

Paddy Anstey and Jenny Wilkinson, July 2006

Part I: Summary

Section 1: About You

1.1 Gender

72 (61%) of respondents are female, 47 (39%) male. Chart: p.97

1.2 Age

The majority of those responding are aged between 41 and 55 (69 respondents, 57%). 31 (26%) are younger, 15 (13%) older. Chart: p.97

1.3 Ethnic Background

82 (92%) of respondents are White British. Chart: p.98

1.4 Disability

77 (85%) of respondents have no known disability. Chart p.98

1.5 Qualifications:

Formal Academic Qualifications:

- 22 (18%) Doctorate
- 70 (59%) Masters
- 66 (55%) Degree

Formal Professional Qualifications:

- 38 (32%) CIPD qualification
- 8 (7%) City and Guilds
- 8 (7%) NVQ assessor and verifier awards
- 8 (7%) NVQ
- 6 (5%) ILTHE
- 5 (4%) SEDA
- 5 (4%) ILM (NEBS)

1.6 Previous Professional Roles

A wide range of professional roles were reported, both inside and outside education. Largely dominated by backgrounds in staff development, teaching, lecturing and human resources.

1.7 Academic/Professional Associations

The largest representations of Academic/Professional Associations are CIPD (41 respondents, 34%), HEA (15, 13%), AUA (12, 10%) and SEDA (9, 8%).

1.8 Length of Service

The amount of time people have spent in a developer role ranges from 2 weeks to 35 years. There are peaks at 5 years (n=11, 9%) and 10 years (n=10, 8%). Chart: p.99

1.9 Salary

The majority of respondents earn between £20,000 and £45,000, with a peak at £35,000 – £40,000 (n=23, 26%). Chart: p.99

1.10 Motivation for being a Developer

Respondents are often quite passionate about their role and their motivation. Trends in motivation include:

- Supporting the development of others
- Impact on the institution and the individual
- Nature of the work being creative and positive
- Job satisfaction
- Career change
- Interest in teaching and learning

Section 2: About Your Work

2.1 Institutions

66 higher education institutions are represented in the survey.

2.2 Name of Department/Unit

Respondents are located in the following areas:

- Staff and Professional Development (n=57, 48%)
- Human Resources/Personnel (n=27, 23%)
- Academic Practice, Teaching, Learning and Quality (n=15, 13%)
- IT Support (n=6, 5%)
- Library (n=5, 4%)
- Faculty or Department based (n=3, 3%)
- Campus Services (n=1, 1%)
- Health and Safety Office (n=1, 1%)

2.3 Job Title

Respondents have the following job titles:

- Staff Development Advisor/Consultant/Officer (n=48, 40%)
- Deputy Director/Manager of Staff Development (n=29, 24%)
- Director/Head of Staff Development Units (n=17, 14%)
- IT Trainer/Advisor (n=9, 8%)
- Human Resources Advisor/Manager (n=5, 4%)
- Equal Opportunity Officer (n=2, 2%)
- Lecturer (n=2, 2%)
- Professor (n=2, 2%)
- Health and Safety Advisor (n=1, 1%)
- Librarian (n=1, 1%)

2.4 Extent of Influence (Chart: p.100)

107 respondents (90%) feel able to influence those who affect local staff/educational development practice.

76 (64%) feel able to influence institutional policy (not just staff development policy).

Respondents feel they have influence over the following:

- Middle management (n=79, 66%)
- Their Head of unit (n=75, 63%)
- Senior management (n=69, 58%)
- Their own section leader (n=56, 47%)

2.5 Developer Activities (Chart p.100)

The majority of respondents indicated their main roles and responsibilities as including:

- Programme Design (n=87, 73%)
- Management Development (n=74, 62%)
- Induction (n=74, 62%)
- Training Needs Analysis (n=71, 60%)
- Organisational Development (n=71, 60%)
- Evaluation of Teaching (n=70, 59%)
- Generic Skills (n=60, 50%)

2.6 Percentage of time spent as a developer (Chart: p.99)

73 (61%) of respondents spend more than 80% of their time in their developer role. These include the 46 (39%) of respondents who are full time developers.

Summary

2.7 Developer Skills

The most frequent responses to 'What are you good at?' are:

- Delivery (n=59, 50%)
- Facilitation (n=49, 41%)
- Planning (n=43, 36%)
- Designing Training (n=41, 34%)
- Identifying Training Needs (n=36, 30%)
- Coaching (n=34, 29%)

The most frequent responses to 'What would you like to be better at?' are:

- Coaching (and mentoring) (n=19, 16%)
- Facilitation (n=16, 13%)
- Personal organization, paperwork, time management (n=15, 13%)
- Evaluation of training and of impact (n=14, 12%)
- Influencing and politics (n=12, 10%)
- Keeping up to date (n=12, 10%)

The majority of respondents were initially helped in the following ways with their current developer role (see also chart, p.101):

- Attending a training course (n=55, 46%)
- Watching Others (n=52, 44%)
- Being mentored (n=38, 32%)
- Given Support for qualification (n=37, 31%)

Section 3: About Your Current Development

3.1 HE Staff/Educational Development Group Organised Events

Around 500 attendances over the last two years were reported. A summary of the 'usefulness' ratings, on a scale of 1-5 (5 being most useful) follows. Percentages are calculated on the number of replies which provided a rating and *not* on the total number of events reported.

- Rating 5 108 events (23%)
- 4 188 (39%)
- 3 120 (25%)
- 2 48 (10%)
- 1 12 (3%)

3.2 Events Organised by Others

A total of 121 attendances over the last two years were reported. A summary of the 'usefulness' ratings, on a scale of 1-5 (5 being most useful) follows. Percentages are calculated on the number of replies which provided a rating and *not* on the total number of events reported.

- Rating 5 50 events (33%)
- 4 52 (35%)
- 3 33 (22%)
- 2 14 (9%)
- 1 1 (1%)

3.3 Developmental Activities (Chart: p.101)

The most popular activities undertaken by respondents to support their developer roles are:

- Reading (n=103, 87%)
- Discussion (n=99, 83%)
- Reflective practice (n=87, 73%)

- Face to face courses/workshops (n=54, 45%)
- Research (n=52, 44%)

The most effective, according to the average of the 1:5 ratings (5 highest) given by the respondents are:

- Discussion (average rating 4.35)
- Face to face courses/workshops (4.22)
- Receiving coaching (4.14)
- Being mentored (4.06)
- Reflective practice (4.03)

3.4 What encourages your development? (Chart: p.102)

Respondents are most encouraged in their development by:

- The needs of those they develop (n=99, 83%)
- Networking with those in a similar role (n=94, 79%)
- The needs of their organization (n=88, 74%)
- Networking within higher education generally (n=67, 56%)

3.5 Who encourages your development? (Chart: p.102)

Respondents are most encouraged by the following people:

- Themselves (n=115, 97%)
- Their manager (n=73, 61%)
- Their colleagues (peers) (n=50, 42%)

3.6 Career Aspirations

Responses regarding career aspirations over the next 3-5 years are broad and diverse.

However, there are some trends which emerge:

- Improvement of personal leadership and management skills
- Development of, and recognition for, the staff development function within the institution
- Making a difference
- Development of personal skills such as change management, consultancy, and course development.
- Further specialisation - to become recognised as an expert in their particular area.

Section 4: About Your Development Needs

4.1 Skills for future development (Chart: p.103)

The skills most required for future individual development (from the list provided) are

- Management Skills (n=60, 50%)
- Coaching (n=63, 53%)
- Delivery Skills (n=49, 41%)

Additional skills mentioned include:

- Organisational development and strategy
- Influencing people
- Management and leadership
- Consultancy
- Coaching
- Project management
- Facilitation skills (advanced)

Summary

4.2 In which parts or aspects of your current or likely work as a developer do you want or need further development?

Development in the area of *Organisational Development* is most frequently mentioned (34 respondents, 29%), significantly ahead of other aspects of work.

The next most frequently mentioned is *Influencing and negotiating* (9 respondents, 8%).

Other areas of work mentioned include:

- Information technology, e-learning, blended learning
- Management and leadership
- Diversity
- Coaching

4.3 How do you expect or intend to meet the needs identified in 4.1 and/or 4.2?

Training events are anticipated as the main approach to meeting identified needs (45 respondents, 38%).

Other approaches appear very much secondary. Those most mentioned are: reading (n=18, 15%), networking (n=17, 14%) and on the job/practice (n=12, 10%).

4.4 What elements, features or qualities would you like to see in a framework to support your cpd and (perhaps) accreditation?

The responses to this question are varied and it is difficult to pick out trends, however there are some themes:

- Flexibility and a modular approach
- Minimum bureaucracy and paperwork
- Recognition of prior learning and experience
- Networking and forums for fellow professionals
- Framework with clear standards and an outline of the skill set required

4.5 Would you like a qualification that relates to your role as a developer?

Yes: 45 respondents, 38% (Chart: p.103)

No: 61 respondents, 51%

The minority is not small and particularly features younger staff and those new to staff development.

... If so, what format?

The main themes to emerge from these responses are:

- A one-year certificate of practice
- Flexibility, the opportunity for part-time study and recognition of prior learning
- A reflective, flexible, job-based 2 year programme
- Links with existing CIPD/SEDA programmes
- Postgraduate level

Part II. Full Responses

SECTION 1: ABOUT YOU (Who are the developers?)

1.1 Gender

Gender	Number	Percent
Male	47	39%
Female	72	61%

See also chart, p.97

1.2 Age

Age	Number	Percent
41-45	24	20%
46-50	23	19%
51-55	22	18%
31-35	13	11%
56-60	12	10%
36-40	11	9%
26-30	7	6%
61-65	3	3%

See also chart, p.97

1.3 Ethnicity

	Number	%
White British	109	92%
Asian Indian	2	2%
Asian East African	2	2%
Any Other White	1	1%
Irish	1	1%

See also chart, p.98

1.4 Disability

	Number	%
No known disability	101	85%
Unseen disability	2	2%
Wheelchair user/mobility difficulties	2	2%
Deaf/hearing	1	1%
Blind/partially sighted	1	1%
Other	1	1%
Mental health difficulties	1	1%

See also chart, p.98

About staff developers

1.5 Your Qualifications and Experience

Formal Academic Qualifications

In summary:

Qualification Level	Number	%
PhD	22	18
Masters	70	59
Postgraduate Certificate	22	18
Postgraduate Diploma	13	11
Degree	66	55
Certificate	32	27
Diploma	17	14

Full details of academic qualifications:

PhD	Number 22	% 18
Subjects include: <ul style="list-style-type: none">• Biological Sciences• British Cultural Studies• by publication• Education related• Physics and chemistry• Science• Science Education• Sociology		

Masters	Number 70	% 59
Masters Subjects include: <ul style="list-style-type: none">• HRM• Library Management with dissertation on managing library staff development• Organisational Psychology• Strategic Staff Development	4	3
MA Subjects include: <ul style="list-style-type: none">• British and American Studies - with Management Studies• Coaching and Mentoring• Curriculum Development in Further & Higher Education• Education (5)• Historical Studies• Human Resource Management (5)• Liberal Arts• Management• Management Learning• Mass Communications• Open and Distance Education• Post Compulsory Education and Adult Learning	34	29

About staff developers

<ul style="list-style-type: none"> • Practitioner Research • Social Enterprise • Social Sciences • Strategic Human Resource Management • TEFL • Training and HRD • Womans Studies 		
MSc Subjects include: <ul style="list-style-type: none"> • Chemistry • Computer Science • Econ Media Studies • Educational Management • HRD (2) • HRM • Human Resource Management (4) • IT in Education • Occupational Psychology (4) • Petroleum Engineering • Structure and Organisation in Science and Technology • Training and HR Management 	23	19
MBA	3	2
M Ed	2	2
MSoc <ul style="list-style-type: none"> • Public Services Management 	1	1
MPhil	4	3

Post Graduate Certificate Subjects include: <ul style="list-style-type: none"> • Film Journalism • Human Resources Management • Information Systems • Learning & Development (2) • Management of HRD • PGCE (16) 	Number 22	% 18
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Postgraduate Diploma Subjects include: <ul style="list-style-type: none"> • Film and Television Studies • Human Resource Management • Information Management • Learning & Development • Librarianship • Management of HRD • Personnel Management • Postgrad Dip In HRM (CIPD) • Postgrad Dip Institute of Management Services • Training and Development Management • Training and HRM • Training and performance management • Training Management 	Number 13	% 11
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About staff developers

Degree	Number	%
	66	55
Degree (No subject specified)	2	2
BA Subjects include: <ul style="list-style-type: none"> • Accounting and Finance • Anthropology • Business Studies with French • Classical Studies/History • Communication Studies • English and American Studies • English Language and Literature • English Literature with Politics • French and Italian • Geography • History (3) • History with the Study of Religions • Maths • Modern Languages • Professional Training and Development • Social Science • Sociology 	32	27
BSc Subjects include: <ul style="list-style-type: none"> • Biological Sciences • Chemical Engineering • Chemistry (3) • Computing and Information Technology • Economics (2) • Geography • Institutional management • Library and Information Studies and Social Science • Maths & Computer Science • Physics Astrophysics • Psychology (4) 	28	24
Bed	5	4

Certificates	Number	%
Subjects include: <ul style="list-style-type: none"> • ACE Senior Certificate • Business Excellence Certificate • Cert OET • Coaching • Counselling • CPD Executive Coaching Certificate • Education (7) • Education in Further Education • FE Teachers Certificate • Further Professional Studies Certificate in Education in Film Studies 	32	27

<ul style="list-style-type: none"> • Grad Cert in Education Leadership Leadership and Consultancy • Graduate Certificate in Careers Education and Guidance • HNC in Business Information Technology • HNC Medical laboratory Sciences • HNC Public Admin • itSMF ITIL Management Certificate • JEB General Principles of Teaching Certificate • Learning & Development • Management system auditing certificate • ONC Sciences • Online Education and Training • Professional Management • Teaching Clinical Practice • Train the Trainer Certificate • Trainer certificates Industrial Training Board • Training and Development • Training Certificate 		
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<p>Diploma Subjects include:</p> <ul style="list-style-type: none"> • Adv Dip Educ. Management • Computing (2) • DHSM (Dip Health Services Mgt • Education • H. Dip. I.T. • Higher Diploma in Administrative Procedures • Industrial Studies • JEB Teaching & Training Diploma in IT Skills • Management • Management Studies (3) • Personnel Management (2) • Post compulsory Education • Professional Diploma in Quantity Surveying • Sister Tutor's Diploma 	Number 17	% 14
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Formal Professional Qualifications

In summary:

Qualifications	Number	%
CIPD Qualifications	38	32
City and Guilds	8	7
Assessor Awards	8	7
NVQ	8	7
Accreditation	8	7
ILT	6	5
ILM	5	4
IT Qualifications	5	4
SEDA	5	4
Chartered Institute of Library and Information Professionals	2	2
Other	23	19

About staff developers

Professional Qualification Responses in detail:

	Number	%
CIPD <ul style="list-style-type: none"> • Chartered Fellow of the CIPD (5) • CIPD Cert. In Personnel Practice • CIPD Certificate in Coaching & mentoring • CIPD Certificate in Online learning Level A and B • CIPD Diploma • CIPD Diploma in HR • CIPD Diploma Training and Development • CIPD Graduate Member (4) • CIPD licentiate (2) • CIPD Member (13) • CIPD Post Graduate Diploma • CIPD Qualifications • IPD (1) • IPM (2) • ITD (2) 	38	32
City and Guilds <ul style="list-style-type: none"> • 730 FE Teaching • 7302 Certificate in Delivering learning • 7306 Further and Adult Education Teaching Certificate • 7307 Adult Teacher's Certificate (3) • FE P.G. Cert • Level 1 Information Technology • Training Instructor Certificate 	8	7
Assessor Awards <ul style="list-style-type: none"> • Assessor and IV (TDLB awards) • C22 • C23 • C24 • D32 Vocational Assessor (4) • D33 Internal Verifier Award (5) • D34 (3) • D36 • NVQ Assessor (2) • NVQ Verifier (2) 	8	7
NVQ <ul style="list-style-type: none"> • NVQ 4 learning and development • NVQ 5 Operation Management (2) • NVQ in Computer Programming • NVQ Level 4 Management • NVQ Level 4 Training and Development – Management electives • NVQ Training and Development 	8	7
Accreditation <ul style="list-style-type: none"> • Accredited Coach • Belbin Practitioner Accredited (2) • Certified Supplemental Instruction Supervisor 	8	7

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<ul style="list-style-type: none"> Chartered Librarian Chartered Occupational Psychologist CPsychol Licence for AE EQ Inventory MBTI 		
ILM <ul style="list-style-type: none"> ILM Cert. in FLM Level 5 Executive Coaching and Leadership mentoring Level 5 Executive Coaching and Mentoring NEBBS Certificate NEBS Introductory award at certificate level 	5	4
IT Qualifications <ul style="list-style-type: none"> ECDL (3) ECDL Advanced Inside your PC Microsoft Office Specialist Master Instructor Various IT Qualifications 	5	4
SEDA	5	4
ILT	6	5
Chartered Institute of Library and Information Professionals <ul style="list-style-type: none"> Chartered Member Fellow 	2	2
Other <ul style="list-style-type: none"> BPS Certificate A level testing BPS Certificate levels A & B BPS Full level B British Psychological Association British Psychological Society Level A in Psychometric Testing CChem MRSC CLAIT Corporate Member of the Institution of Occupational Safety and Health Enabling E-Learning in HE Health & Safety Adviser IBT 2 LLT Formal Qualifications PDF-ELT Prince 2 Practitioner Certificate Prince2 practitioner Psychometric testing Range of specialist H&S qualifications Registered Nurse (G) and (MH) RGN RM RSA Diploma TEFL RSAIL Word Processing SRN SVQ Learning & Development (level 4) Technical qualifications Teeline shorthand 	23	19

About staff developers

Other Experience

68% of respondents indicated that they had gained experience relating to their developer role from other things they had done. The responses are listed below. Some broad categories have been used to group the replies.

Accredited Practitioner

- Accredited Belbin Trainer.
- Accredited Navigator trainer.
- Accredited Situational Leadership trainer.
- Trained as a Coach and mentor.

Administration

- 8 years working for a GLC funded organisation in a mixed ethnic London borough.
- 30 years experience of HE administration.

Assessing/liP

- EFQM Assessor. liP Internal Practitioner.
- External examining of PGCTHE courses. Accreditor for SEDA, and then the ILT/HE Academy. Advisor/evaluator for numerous FDTL (and 1 TLTP) projects.
- NVQ assessor.
- NVQ Assessor for Information and Library Service NVQs.
- NVQ D32/33.
- SHL Assessor, OPQ Assessor.
- Vocational Assessor (Local Authority).

Coaching and Mentoring

- Leading Coach.

Consultancy

- 3 years independent consultant.
- 8 years experience as a civil servant; 8 working as a consultant in HE, 5 working as a policy adviser.
- Consultancy and Change in Organisations Programme – Ashridge. Coaching for Organisational Consultants – Ashridge.
- Consultant for the British Council.
- Freelance training and HR Consultant from 1997.

HE Management

- 1 year working as a University Academic Administrator.
- 2 years in HE sector as Manager.

HR

- 20 years experience working in HR, 5 of those in a development role.
- 23 years total experience in generalist HR, Change Management, Learning and Development and OD roles.
- 9 years of practice in HR/ Organizational Development.
- Director of Personnel.
- Generalist personnel experience provides solid platform for role as developer.
- Have worked as a Personnel Officer and other Personnel related jobs for 12 years.
- HR and staff development posts – including internal consultancy; development of strategy and policy in support of major organisational changes; specialisation in management and leadership development; management of staff and setting up of staff development and personnel functions; industrial and NHS background; research

projects – one for masters and one supported by HESDA funding working in collaboration with other universities.

- HR.
- Member of the Chartered Institute of Personnel and Development.
- Personnel Roles as a school governor.

Individual CPD

- Attended lots of Courses.
- Lots of CPD in post.
- Numerous short courses. Self-directed learning. Staff Development and other conferences.

Industry

- 25 years in oil and gas industry in roles involving engineering, senior operational management.
- 6 years European Co-ordinator, 2 years (marketing and training) international manufacturing company.
- Delivery of training events in previous roles in private industry.
- Private and public, service and manufacturing mix of organisational experience.
- Trade union officer (special responsibility for training).

IT

- 10 Years of experience in an IT Support role.
- 10+ years using software such as Microsoft Office.
- 13 years face2face support for academics and corporate clients with technology needs.
- 2 years IT Trainer.
- 5 years experience IT Trainer.
- 6 years IT training experience.
- Developed many IT/e-learning training programmes.
- Have worked on building databases which provide information & resources for staff working in HE.
- IT Support (helpdesk management).
- IT trainer for 4 years.
- Provided training and support on use of databases in previous employment at both Pfizer and Canterbury Christ Church University College.
- Training groups of people at Group Lotus to use new software. Training staff how to be more efficient in using Outlook in Estates.
- Working for 8 years as a YTS Supervisor at an Information Technology Centre.

Lecturing/Research

- 10 years preparing courses in Business School.
- 15 years lecturing. Academic research.
- 23 years as an HE Lecturer.
- 35 years in F/HE. 28 years involvement in teacher education.
- 5 years as a researcher, 10 years teaching in FE, Teaching FE lecturers how to teach, 10 years as a lecturer in HEI.
- 7 years MLSO in Clinical Biochemistry. 2 years HE lecturer in Maths & Stats. 11 years FE lecturer in Computer Studies.
- Educational Manager for more than 10 years. P/T lecturer in FE and guest in HE.
- Lecturer.
- Many years working in an academic department as a research scientist with teaching duties, after a career break during which I taught in schools and FE.

About staff developers

- Published academic research in science and humanities; teaching and other communicating in various roles; pastoral/teaching and leadership role in Christian church; counselling (person centred).
- Ten years lecturing.

Management

- Manage 4 trainers.
- Manager.
- OD, change management.
- Project Management.
- Team Leader – managing staff.

Military

- RAF Trained Training Design Adviser. AVA / Media Resources consultant.
- Soldier (6 years) Engineer (8 years) Toolmaker (6 years).

Networking

- Member of various professional development networks, eg SRHE, SEDA, HEDG.

Psychometrics

- Level A and B qualified for Psychometric Testing.
- Level A Psychometric Testing. Assessors Award A1 and A2. Trained to deliver the Strength Deployment Inventory.
- Myers Briggs Registered Practitioner.
- psychometric testing (BPS levels A & B).
- Qualified in a range of psychometrics; MBTI (1 & 2), Quintax, 16PF etc.

Teaching

- 15 years as a developer, 2 yrs secondary school teaching, 15 years in antenatal education.
- 3 years as a secondary school teacher.
- 3 years school teacher.
- 4 years as a teacher.
- Ex Secondary teacher. Ex teacher trainer.
- Language teaching at secondary schools and to University undergraduates, teaching IT Skills courses (web authoring, graphics) to University staff and students.
- Teacher Modern Languages. Director of Modern Languages (Secondary Education).
- Teacher.
- Teaching post-graduates.

Training

- 15 years experience in a staff development / management role.
- 16 years involvement in staff development, in-house and external.
- 18 years in Training, development and HR roles.
- 20 years experience in teaching and learning, training and development.
- 25 years in various training and development roles in a number of different sectors.
- 3 years business development and training, 13 years as training manager, 2 years HE developer.
- 3 years experience as a staff developer at a university. 7 years experience designing and delivering various training courses with an independent training company.
- 3 Years experience in training.
- 3 years experience staff developer.
- 4 years with an LTSN Subject Centre. 1 year in staff development unit.
- 7 yrs in HE staff development, 3 yrs in voluntary sector.
- About 20 years experience in training and development.

- course leader, modular scheme leader, staff developer.
- Delivery of training events at the current institution.
- Designed and delivered numerous H&S training courses for staff in HE over last 6 years. Set up lifelong learning centre for manual staff last year. Spent last 6 months working in unit that provides transferable skills training for research students and staff.
- I have worked in management development since 1988.
- I worked in human resources and training and development at Marks and Spencer for 13 years.
- Manage Staff Development Resource Centre at University since 1998.
- Over 20 years experience in Learning & Development, including appraisal, delivery of qualifications, management development, coaching, consultancy.
- Personal /Team Development Trainer.
- Secondment half time to Centre for Learning and Teaching for 5 years; chair of CILIP Chartership Board.
- Specific training in facilitation skills, train the trainer, coaching, mentoring, consultancy and strategic HRM.
- Staff Development and training for 8 years.
- Trainer for the British Council.
- Training Manager at City Council. Associate Inspector for Adult Learning Inspectorate since Nov.'97.
- Training Officer (Local Authority). Staff Development Officer (HE).
- Teaching Skills Programme for Postgraduates and Part-time teachers. Involved in CILIP Mentoring Scheme for the Framework of Qualifications.
- Working towards NVQ Level III in Training & Development.

1.6 Previous Professional Roles

The main professional roles held before taking on the present development role were reported as:

In Higher Education

- Academic Administration.
- Academic Coordinator with LTSN Subject Centre.
- Administration RAE.
- Administrator.
- Administrator for graduate training unit.
- Adult educator.
- Assistant Dean (Teaching and Learning).
- Assistant director, CELT focussed on assessment issues.
- Assistant editor for an academic journal.
- Assistant Personnel Officer.
- Asst Faculty Administrator.
- Business Consultancy Manager.
- Clinical Supervisor.
- College Librarian.
- Computer Scientist.
- Computing Advisor for students at 3rd level.
- Consultant.
- Contract Research.
- Course Director.
- Courseware Developer.

About staff developers

- Curriculum Leader.
- Deputy Director of Staff Development.
- Director of Quality.
- Director of Teaching Support Services (academic).
- Educational Research.
- Educational Administrator.
- Educational Development Consultant.
- Educational Technologist.
- Facilitator.
- Faculty Administrator.
- HE lecturer in Maths & Stats (+ Study Skills adviser).
- Head of College Development Services.
- Head of IT Unit.
- Head of Learning Resources (University Librarian).
- Head of Staff Development (2).
- Head of Staff Development - development of a Centre for Professional Staff Development.
- Head of Training and Investors (in People) Co-ordinator.
- Head, Flexible Learning Unit.
- Health & Safety Adviser.
- Health & Safety Officer for HEI (2).
- HEFCE FDTL Project Officer.
- Human Resources Manager.
- Information Officer (IT).
- Institutional Research (as a contract researcher).
- IT Advisor.
- IT Support Senior Assistant.
- IT Trainer.
- IT Training and Support Officer.
- Lab technician.
- Laboratory Manager.
- Learning Development/Research.
- Lecturer (8).
- Lecturer & Programme Manager in Business Studies.
- Lecturer and researcher.
- Lecturer in education in HEI.
- Lecturer in strategic management.
- Lecturer/Senior Lecturer in ASD.
- Librarian.
- Manager.
- Manager, Secretariat, Cardiff University.
- Media Services; Video Production and Editing; conference production.
- Mentor.
- Open Learning Centre Manager UEL/Ford Motor Co.
- Personnel Adviser (Change Management).
- Personnel generalist.
- Personnel Officer.
- Post Registration Studies Co-ordinator.
- Post-doctoral researcher.
- President, Students' Union.
- Professor.
- Professor of Management.
- Programme Manager.
- Project Leader.

- Project management e-learning projects.
- Project Manager (2).
- Project Manager for lifelong learning centre for manual staff.
- Project officer – training needs analysis.
- Recruitment Officer (responsibility for 5 staff).
- Research & Development Librarian.
- Research Associate.
- Research Scientist with teaching roles in a laboratory setting and input into the supervision of many PhD students.
- Secretary.
- Senior Administrator/Deputy Registrar.
- Senior Development Adviser.
- Senior HR Advisor - generalist role dealing with all aspects of HR.
- Senior HR Development Adviser.
- Senior Lecturer (2).
- Senior Lecturer i/c Educational Development Unit and Media Services in College of HE (3+ years).
- Senior Lecturer, Principal Lecturer and then Acting Head of Department in current institution.
- Senior Research Assistant.
- Senior staff development officer.
- Six years as a lecturer/senior lecturer.
- Staff Development Course Administrator.
- Staff Development Manager.
- Staff Development Manager.
- Staff Development Officer (7).
- Staff IT coaching.
- Student.
- Student Enterprise Officer, Educational Liaison Unit.
- Subject Librarian.
- Support Assistants/Advisor for university staff.
- Teaching Fellow.
- Team Leader.
- Team Librarian, Research & Development.
- Team Librarian, Circulation.
- Technician Grade 6.
- Three years in educational development and course management with the OU.
- Three years in Quality Assurance within a HEI.
- Training & Development Coordinator.
- Training Adviser.
- Training and Development Manager.
- Training Officer (2).
- Tutor (in my own university and with OU for many years).
- User services manager in HE computing services.
- Variety of management roles within same institution, all with personnel and development elements.
- Various administrative roles within the University eg in Student Housing, Careers and Employment Service, Academic Registry and a secondment to an academic Department.
- Visiting lecturer.
- Web/Internet trainer/developer.

About staff developers

Outside of Higher Education

- 10 years teacher & manager in FE. 2 years writing management training materials.
- 10 years teacher of Geography to A level. Assistant Director of a small training company. Training Manager in three different organisations - a FE college and two local authorities. Training and Development Consultant - The AA Learning and development Consultant - Local Government.
- 13 years in human resources and training and development at Marks and Spencer
- 1986 to Oct 1999 Staff Training Benefits Agency.
- 7 Years Head of HR Development for a 9000 employee company. 6 years Training Manager for a 20,000 employee company.
- 7 years MLSO in Clinical Biochemistry. 11 years FE lecturer in Computer Studies.
- Administration.
- Administrative positions in public sector (since graduating in 1993).
- Advertising co-ordinator corporate financial services.
- Adviser to the Board of Directors on TEC initiatives and centre performances.
- Asset Manager (North Sea) Global Staffing Manager (HR) HR Manager Europe SBU.
- Assistant Director of HR (NHS).
- Associate Inspector for Adult Learning Inspectorate. Consultant for Local authorities and voluntary agencies. Been FE tutor and tutor in prisons.
- Author, several books, private work in educational development.
- Charge Nurse, Team Leader, Clinical Supervisor, Mentor, Coach, Project Leader.
- Chartered Surveyor.
- Civil Service Management Trainer. School teacher.
- Corporate Identity officer.
- Corporate Training Executive.
- Democratic Services Manager – Local Authority.
- Director and consultant, Evaluation Associates Ltd.
- Director of Modern Languages (Secondary Education).
- Educational Researcher.
- Employee Relations Officer, Ford Motor Co Education.
- Employment Advisor.
- Employment and Business Development.
- European Co-ordinator – Marketing and Training International Manufacturing Co.
- FE Tutor. Publisher. Journalist.
- Head of External Policy, Institute of Management.
- Head of Training.
- Health & Safety Adviser in various manufacturing companies. Management systems auditor.
- Health & Safety Adviser. Director of Personnel.
- HR Consultant. Recruitment Consultant.
- HR Generalist – Charity sector, Training and Development Advisor – legal sector, Training and Education Consultancy Manager – private sector.
- HR Manager NHS. HR Officer Barclays Bank.
- Human Resources Officer.
- Information Assistant, BP Exploration.
- Information Manager, International Financial PR Company.
- Information Manager, International Pensions Consultancy.
- Interim LEA Regional Manager.
- Internal management consultant, Met Police. Course Director & development consultant, Civil Service College. Management Development Adviser, Local Govt.
- IT Support – although am still in this role, as opposed to staff development. I manage someone who is an IT skills trainer.
- IT Trainer (Adult Education).

- Journalist.
- L+D Manager Manufacturing. HR Manager (Manufacturing and NHS).
- Leadership & Development Manager, Employment Policy Manager, (Royal Mail).
- Lecturer.
- Lecturer in Computing (at FE College).
- Lecturer in FE.
- Management consultant – for partnership. Management trainer & consultant . Training Manager. Training Officer. New Business Administration Manager.
- Marketing / Function and Meeting Co-ordinating / Team Building event co-ordinator.
- Military, engineering.
- Mobile Training Officer – Skills Training Agency. Personnel Manager. Self employed training consultant. Training Officer – local government.
- Network Systems Analyst – British Telecom. IT Trainer – QA Training Ltd. IT Trainer – Ford Motor Company.
- FE College, Head of Learning Technology, Head of Media Services.
- None (no longer a strength but a weakness I fear).
- OD Consultant (Local Government).
- Operations manager, engineering manager.
- Part of an Advisory/Inspectorate team of and LEA Teachers.
- Pensions Manager.
- Personal & Training Manager, local government.
- Personal /Team Development Trainer.
- Personnel and Training Manager.
- Personnel Manager – Local Government.
- Personnel Manager, Girobank, Personnel Manager Alliance and Leicester.
- Personnel Officer. Quality Auditor. Project member EFQM. Management Development Advisor.
- Principal, Civil Service.
- Project Manager.
- Project officer- biomedical research projects. Information officer. Project officer – database development.
- RAF Education and Training Officer – Technical lecturer, Retirement and Redundancy Counselling, Consultant and Trainer for Training Resources Management, Sports Centre Management, etc, etc, plus General and SDT Management.
- Redbridge Careers Service Youth Worker.
- Regional Training Advisor.
- Regional Training Manager.
- Research and Technical Assistant.
- Research Psychologist, Psychologist, Occupational Psychology Consultancy Pearn Kandola.
- Sales Training.
- School governor.
- School teacher.
- Secondary school teacher. Unit co-ordinator in a local economic development unit in London.
- Secondary school teacher/Head of resources (11 years total).
- Secondary Science Teacher (2).
- Self-employed trainer and consultant, Lecturer in FE college, Staff development manager in local government.
- Set up personnel function in commercial company. Personnel and Staff Development – Commissioning team in the NHS (10,000 staff and my role involved strategy and implementation for movement of 4.500 staff into new hospital settings)

About staff developers

- Manager – Manager Development (NHS, district post) Head of Staff Development, NHS – change management.
- Simulation games development.
- Some teaching at secondary and nursery level UK & abroad.
- Staff Developer in FE.
- Staff Development Manager.
- Staff Development Officer.
- Student and research scientist.
- substitute teaching experience.
- Taught science at Secondary school level, and at FE.
- Teacher.
- Teacher (secondary school – History). Project supervisor. Training & Development officer. Training & Development consultant.
- Teacher / Lecturer.
- Teacher in Further Education and Schools.
- Teacher Modern Languages – 9 years.
- Teacher of Home Economics.
- Teacher Trainer.
- Trainee Training Advisor.
- Trainer (Local Government).
- Training & Development Officer.
- Training and development consultant.
- Training and development manager in 3 organisations (2 retail and 1 local gvt) 17 years experience.
- Training and Development Officer, Ford Motor Co.
- Training and Development Officer. Assistant Training and Development Officer.
- Training Development Officer (Foundry Industry). Principal Training Officer (Manchester City Council). Freelance Training and Development Consultant.
- Training Manager.
- Training Manager in Private sector - 14 years experience.
- Training manager local authority.
- Training Officer.
- Training Officer for a Voluntary Organisation (for 3 years).
- Training Officer for Victim support.
- Training officer in retail. Personnel officer in retail. Operational Manager in retail.
- Training Officer Local Government, Teacher Trainer TEFL, Teacher TEFL, Teacher Secondary school – English and Drama.
- Tutor at British Gas Management Centre. Management Development Manager at Transco. Leadership Development Manager at National Grid Transco.
- Variety of roles in private sector.
- Vocational Assessor (Local Authority). Training Officer (Local Authority).
- Worked for a private training provider as a Group Operations Controller.
- YTS Supervisor.

1.7 Academic/Professional Associations

The largest representations of Academic/Professional Associations are CIPD (34%), HEA (13%), AUA (10%) and SEDA (8%)

Details follow...

About staff developers

Professional Association	Number	%
Chartered Institute of Personnel and Development	41	34%
Higher Education Academy	15	13%
AUA	12	10%
SEDA	9	8%
British Psychological Society	6	5%
Chartered Institute of Library and Information Professionals	4	3%
Chartered Institute of Management	4	3%
CMI	3	3%
Institute of Leadership and Management	3	3%
ALT	2	2%
Association of Learning Technologists	2	2%
Heads of Educational Development Group (HEDG)	2	2%
ILTHE	2	2%
Institution of Occupational Safety and Health	2	2%
AARE	1	1%
Academy of Management	1	1%
ARSM	1	1%
Ashridge Alumni	1	1%
AUT	1	1%
BERA	1	1%
BPA	1	1%
British Computer Society	1	1%
European Foundation for Coaching (now called Rivas Palmer) Accredited coach	1	1%
FCDIP	1	1%
Fellow, Institute of Training and Organisational Learning	1	1%
General Teaching Council for Wales	1	1%
HEEON	1	1%
Institute of IT Training	1	1%
IPD	1	1%
ITOL	1	1%
IVA	1	1%
Leadership Foundation Institutional Membership	1	1%
LFHE	1	1%
M1/M69	1	1%
MCoIT	1	1%
Women In Management (Heart of England group)	1	1%
Institute of Directors	1	1%
National Institute for Careers Education and Counselling	1	1%
Higher Education Ambulance Development Group	1	1%
Professional management	1	1%
Royal College of Nursing	1	1%
Royal Society of Chemistry	1	1%
Society of Petroleum Engineers	1	1%
SRHE	1	1%
TCUGB	1	1%
NIACE	1	1%

About staff developers

1.8 Length of Service

The amount of time people have spent in their developer roles ranges from 2 weeks to 36 years. There are peaks at 5 years (9%) and 10 years (8%).

Length of Service	Number	%
5 years	11	9%
10 years	10	8%
3 years	8	7%
8 years	7	6%
15 years	7	6%
2 years	6	5%
7 years	5	4%
20 years	5	4%
One year	4	3%
Less than 1 year	4	3%
6 years	4	3%
4 years	4	3%
25 years	4	3%
18 years	4	3%
16 years	4	3%
1 - 2 years	4	3%
9 years	3	3%
30 years	3	3%
2 - 3 years	3	3%
19 years	3	3%
17 years	3	3%
11 years	3	3%
22 years	2	2%
12 years	2	2%
3 - 4 years	1	1%
4 - 5 years	1	1%
35 years	1	1%
32 years	1	1%
13 years	1	1%

1.9 Salary

The majority of respondents earn between £20,000 and £45,000, with a peak at £35,000 – £40,000 (26%).

Salary	Number	%
Under £20,000	2	2%
£20,000 – £25,000	12	13%
£25,000 – £30,000	12	13%
£30,000 – £35,000	15	17%
£35,000 – £40,000	23	26%
£40,000 – £45,000	16	18%
£45,000 - £50,000	8	9%
Over £50,000	4	4%

See also chart, p.99

1.10 Motivation for being a Developer

A range of reasons are given for being in a development role. It is possible to identify certain trends which are detailed here:

Supporting the development of others: This is a significant motivator. A number of respondents mention the 'buzz' they get from nurturing and developing the potential of people and seeing others grow. Staff development is seen as a positive and optimistic environment in which to work. There is a sense of achievement from motivating others. Training adds value to the individual.

Impact on the institution: The ability to transform workplaces and individual lives is cited by a number of respondents as a motivator. Being at the centre of the organisation and able to lead key initiatives that result in change. Organisations can be developed through the development of their people.

Creativity and fun: The nature of the work in staff development, for example the creativity required and the opportunities for problem solving and being proactive is a motivator. Working in a creative environment where solutions are not 'by the book'.

Job satisfaction: There are a number of references to job satisfaction, including working with others and the 'sheer joy' of teaching.

Career change: A number of people refer to career change resulting in a role in staff development. For some this is a secondment. There are also examples of people moving from an academic role into staff development. There are indications that some feel there is more chance of progression in staff development than in their academic careers. There are references to being head hunted and moving from administrative and teaching roles.

Interest in teaching and learning: Some people are in staff development because they are passionate about teaching and learning and the education of others.

Making a difference in people's lives: Being a people person who likes to develop others.

Being good at it: Discovering that I have an aptitude for something.

Detailed responses regarding motivation for being a developer:

- 8 years ago I found that more and more development type initiatives were being directed towards HR. I found the development side of HR far more rewarding in terms of enabling Managers to take ownership for their managerial responsibilities and making more of a difference in terms of the achieving University goals. I began delivering on areas such as recruitment and selection, career development and appraisal. I then took ownership of our staff development programme. Following maternity leave, I was then offered a part time post as a developer and subsequently moved out of Human Resources into Quality Enhancement Department.
- A new post to develop a campus wide VLE. The chance to be in at the start of a new enterprise for our University.
- A people person who likes to develop by developing others.

About staff developers

- A personal enthusiasm and optimism for personal and professional development. An extension of my teaching skills into another challenging context. My enjoyment of course development and curriculum design.
- A role where one can use creativity to deal with challenges as there isn't always a "by the book" solution. There tends to be more project work involved in a developer role which suits my working style.
- A strong desire to raise the quality of teaching in HE and thereby improving the quality of the student learning experience.
- Ability to work on own initiative to a set of guidelines, role is constantly changing with new legal requirements and company regulations introduced.
- Always enjoyed designing and delivering training in H&S roles. Gave good job satisfaction knowing people went away having learned something about H&S which might help keep them and their colleagues safe. Loved setting up lifelong learning centre for manual staff. Centre makes a real difference to ordinary staff lives. Wanted to remain in staff development role. Feel got lots of transferable skills even if limited staff development experience.
- An affinity for helping adults to learn.
- An evident gift in teaching (I am told), coupled with a strong interest in teaching and research - and wanting to convey something of that enthusiasm to others. A feeling that even though my own career had not ended up as intended originally (ie lecturer in physical chemistry), I could nevertheless help others who may have a still bigger impact on the world through their own work or influence on others.
- An increasing role in development both TU and for the University, turned into a secondment and then a permanent post. An interest specifically in EO & D.
- An interest in organisational anthropology and culture and a desire to engage adult learners, and provide high-quality learning interventions that have the power to transform both workplaces and individual lives.
- Application of theory in a practical sense. Providing people with opportunities to make work and life more successful and satisfying. Providing object insight into subjective difficulties e.g. when people can't see the wood from the trees. Making a difference through people development to an organisation/institution as a whole.
- As an operational manager in oil and gas, I was heavily involved in career development and quality improvement initiatives. This led me to move towards this area as a career move, through a series of roles involving global career development, major corporate change management, merger cultural integration and HR management. When I left ChevronTexaco in 2002 I joined RGU in as OD manager, primarily because they wanted someone with a wider background that just HE HR/OD capability.
- As part of my job – Staff dev' is part of my role as the service manager of a large team – this stems from the strategic planning of the service.
- Being at the centre of organisational activity and leading key initiatives that result in change.
- Belief in the potential of people – enabling people to achieve and grow, within the framework of the organisation (sometimes developing staff to move on to higher roles in other institutions within the same sector). Achieving results – at all levels, i.e. from the impact of a short session, one to one meeting, outcomes of problem solving or coaching session, mentoring individuals, or the achievement of strategic objectives, or evaluating the impact of activities. Facilitating change, supporting the development of staff capabilities. Enabling staff to do more than they thought they could – particularly those managed by me. Personal growth – never stop learning;

stimulation of working with creative and innovative people. Ethical commitment – development of staff, development of staff potential – effective performance management. Opportunities to challenge the status quo and look at what we are doing and why. Commitment to quality enhancement.

- Can see the impact/valued added. Immediate feedback when training. Wider organisational impact.
- Challenge, variety, opportunity to develop own skills and work on own initiative to create programmes, chance to develop others.
- Contributing to the learning and development of others, which has been a feature of my work from the beginning.
- Desire to help people to realise their potential.
- Desire to support people, interest in learning.
- Development of people and processes is enjoyable, it improves the world.
- Development was my first ever role, linked to my psychology BSc, and I have continued in this.
- During my RAF career this was a professional role choice which I found I enjoyed! Never a dull moment!
- Enjoy nurturing and developing others. Seemed logical step to move from developing students to developing colleagues and the succession. Always felt it vital to act as supportive and inspiring role model.
- Enjoyed the variety of training and the opportunity to help people develop.
- Enjoyment of working with people to help them achieve their development aims.
- Enjoyment of working with others – within our own team and across the university community. Concern about the need for the same kinds of professional, scholarly and concerned involvement in HE teaching as in disciplinary research.
- Enthusiasm for the area resulting from the personal/private rewards that come from developing people. Encouragement by others who saw my potential before I did! The ability to make a positive contribution to the lives and success of others.
- Fulfilment of seeing people meet their potential.
- Had benefited personally from development activities provided within the Institution and felt that was something I could relate/contribute to (although with hindsight I didn't really understand what I was getting into). Support to achieve a Professional qualification was also part of the job package hence it represented career development for me.
- Having been involved in ODE for 15 years it overtook me! I know have two roles – one as director of a research centre the other in SD.
- Having graduated as a Chemical engineer I faced many disadvantages and hence gave it up for a career in training and developing staff and organisations. I started with the technical subjects as that is what I was familiar with and comfortable with. As time went by I saw more unfair treatment and learnt about legislation that can protect people. I then had this desire to follow a path in which I was involved in 'Behaviour Modification' – as a means to organisational development. Hence I moved on and here I am.
- Having worked within HR for a number of years on the operational side I became more interested in the developmental aspects of the role – supporting / facilitating management development to enable managers to undertake role more effectively.

About staff developers

- I am often appalled at the inefficient way in which a majority use IT and Software Packages and I feel that that while I am not omniscient in all of the functionality of Software Packages, I can improve the way in which users use the available technology and remove some of the drudgery from their normal duties.
- I enjoy being able to help colleagues understand new ways to undertake their daily work, as well as providing people with new skills that might increase both their depth of knowledge and give enhancement to their job satisfaction.
- I enjoy library staff training and delivering user education to staff and have proactively developed these roles within my recent posts.
- I enjoy teaching.
- I enjoy teaching and especially supporting the development of adults. My research career ended with the end of a grant and retirement of the Professor leading the research group. I then took a role communicating science to encourage more people to study science, which has then led into my current role. Although not working in science as such, my experience as a science teacher complements the other people in the team here who are mostly non- scientists. I am usually the tutor for new lecturers on our PGCHE course who come from the science based subject areas. My motivation to do this is I still feel I am learning and moving on in my knowledge of teaching and learning, and that I am communicating what I have learnt from my own research into this area.
- I enjoyed teaching as a lecturer, and taught a lot of IT. I was looking for a more flexible career. IT training seemed like a good option.
- I fell into the role initially and found real satisfaction in seeing others grow in ability, confidence, and effectiveness due to whatever help I had provided. I firmly believe in people and in their continual development so this role is ideal for me.
- I find it to be one of the most positive and motivating elements of HR (both to myself and to the staff on the receiving end of the development work). I find that the OD / Change Management / Leadership Development – are intellectually stimulating and are amongst the most be core strategic interventions in HR. These areas provide great scope for adding tangible leverage on strategic ‘value’.
- I had enjoyed my IT training and support role, and wanted to widen my role to include non-IT areas and not just training. So when all staff training was moved to the Staff Development and Training Office, I took the opportunity to move with it and leave the Computing Centre.
- I had previously worked on the support side so had a good all round knowledge of HE Staff Development and understood it’ s importance. I had always been interested in IT and after completing an HNC in BIT at the local college I was offered a job teaching evening classes in Computing for Beginner’s and I did my City & Guilds Teaching Certificate alongside this. I liked working with the diverse range of people and enjoyed preparing materials and planning and delivering the sessions. I got a real buzz out of seeing people acquire skills, grow in confidence and develop a thirst for more knowledge and to know I played a role in this was very satisfying. Seeing that I could help people achieve their potential is what motivated me to become a developer and is what keeps me motivated.
- I had worked in IT support for some time and had become frustrated by the routinised and constrained nature of that work. Simultaneously I became interested in the use of ICT to support teaching and learning and so enrolled on the Open University’s MA in Open and Distance Education. This course came me new perspectives and experience which prepared me for a development role.
- I have a desire to help people learn and develop their IT skills to help them both with their job and also to help them personally develop IT skills for the outside world. I find

it satisfying when people have learned something new and that I have helped to encourage and enlighten them.

- I have a strong belief in assisting people to develop their own potential and to make the most of the tools available in their environment.
- I have always been interested in an holistic approach to staff management which sees staff development as part of effective organisational management.
- I like running workshops, I find HE very comfortable and enjoyable, I like problem solving and organisational development. I searched for something with a range of skills, a team, and intellectual challenges. Learning fascinates me and I'm probably one of those 'born to be' teachers. I could get a position through personal competence rather than specific qualification.
- I made a career change from Managing and Teaching in Secondary Educ. to retrain in Personnel and Development (CIPD then MA HRM). Then took up a post within Personnel at UWE. This was not an operational role but one in a team charged with implementing HR Strategy, of which there were many Organisational Development 'strands'. It involved a lot of briefings, internal consultancy which I enjoyed and decided that I would like to specialise in SD as long as the role involved OD and the Dept. was strategically focussed. I was then successful in attaining the current post at [site]. I have enjoyed both the actual delivery (5% of my role at the moment) and the internal consultancy even more.
- I moved into development from a line management role. This was because I recognised that I was motivated by supporting others in realising their full potential. I also appreciated the scope to influence the effective use of talent within the organisation. In my management development roles I have valued the opportunity to impact strategically when providing coaching and internal consultancy services. These approaches draw on my ability to ask the right questions to uncover the "real" issues behind the presented problems.
- I personally received a real sense of achievement from assisting others to meet their development needs, and by seeing how such development could enable them to flourish within the daily role.
- I strong belief in the value of learning for personal and organisational benefit.
- I wanted to share the skills that I had to offer in the area of communication and presentations.
- I was head-hunted to take over the role of someone who was taking early retirement. For me it meant a break out of administration, and being my own boss. As someone who had always taken a keen interest in staff welfare generally it was felt that I would do well in taking on the developer role.
- I was motivated by the creative opportunities within a development role.
- I'm interested in the way that new technologies and practices are changing education and communication and want the opportunity to study this. Working with staff in a development role provides me with an opportunity to do this, and provides a platform for me to communicate the research I have conducted.
- Immense job satisfaction – providing support to others to enable them to be more effective in their role. A passion and belief that staff development plays such a crucial part in the success of any organisation and that 'people really are our best asset' and we should do all we can to support them in their role and with their carer development.
- Increased levels of satisfaction, helping others, supporting the organisation as a whole.

About staff developers

- Initially an interest in learning and teaching, then this expanded into other areas in a fairly opportunistic way.
- Initially it was simply a desire to get out of school teaching and it came as part of a job which also included contributing to teacher training and running a College's Media Services, both of which I could do! Not only did I not have a particular desire I didn't really know what development involved!
- Interest generated through CIPD study. Role in Alliance and Leicester which incorporated recruitment and induction of new staff and which later included managing training function in the regional office.
- Interest in academic and staff development. Seemed an appropriate use of my experience. Wanting to make a difference. Opportunities happened – not necessarily a conscious decision.
- Interest in CPD and ongoing personal development (for self and others); interest in L&T issues and promoting up-to-date approaches to L&T; opportunity to continue in training role.
- Interest in engaging and developing staff training. Very challenging and demanding but rewarding.
- Interest in learning and how I could encourage the staff I managed to embark on development pathways to improve not only service but also their own motivation, job prospects etc. In then moving to a newly created post (Asst Personnel Officer then) with a distinct purpose to establish a staff development function for the university, over the years I gradually developed or contracted training programmes for different groups of staff some of which I delivered myself which I enjoy. The early programmes all centred around personnel-related policies (which I was also responsible for devising) – namely our 'cradle to grave' strategy covering recruitment, induction, appraisal and exit interviewing).
- Interest in learning and teaching. Lack of prospects in academic role. Hated colleagues and environment in academic department.
- Interest in working to improve a single institution in HE, rather than working across a range of institutions.
- Interest in working with colleagues in this way.
- Interesting and varied work that allows me to draw on my academic background and other skills, working exclusively with PhD students.
- It is impossible to survive in the technical and laboratory world without constant reference to updating skills. So training was part of my ingrained professional culture. As a trade union officer I was involved in innovative training schemes across the London region as well as locally in my own department. The underlying reason for this stems from my belief that training and development adds value to the individual in a very competitive world. For me there was no better justification for union membership. When the SDTU was about to be set up at the College I was asked to apply. (I think that my training commitment had been noticed). What better reason is there for starting a new career, than a belief in the product (and the sheer joy of teaching)?
- It is so much more proactive and positive than my previous role in general HR. That was about fire fighting and negativity all too often. I feel the current contribution adds value to the Organisation, and is recognised as a key corporate and strategic element as well as improving operational performance.
- It provided a development route that enabled me to focus on my two main areas of interest – learning/teaching and e-learning.

About staff developers

- Link to my work as a teacher and then as an advisor and inspector, Qualified coach and mentor, Research in careers education and guidance and professional development of all learners.
- Making a difference to educational practices and gaining informed and research-based insights into improving educational effectiveness. The applied nature of the work rather than simply research for its own sake.
- Moved in to the role almost by chance. Have found it to be very rewarding.
- My previous background, as a Lecturer, was a major factor in my decision to take on the role.
- My previous post involved some IT coaching for staff as well as the delivery of student IT inductions. I enjoyed these elements of my work and decided to attempt to move into a role with a more substantial development component.
- My previous role at M&S was general HR and training and development. The training and development role gave me more job satisfaction and I believed that I had an aptitude for the training and development aspect of my role. This was recognised by the organisation who asked me to design and facilitate events on a regional basis in addition to my regular role. When I left M&S I made a conscious decision to work purely in a developmental role and completed some qualifications to help facilitate that decision.
- My role was initially a job share position split between Staff Devt (when sd provision was at a very low base) and Equal Opportunities for staff, located in Personnel. My main interest (and expertise) at the time was Equal Opps, and I had to learn a lot about SD on the job. My teacher training and background stood me in good stead, and in the early days the emphasis of the role was primarily training administration, rather than delivery. I developed myself to take on a training/development delivery role, but this has changed again, with the recruitment of a 0.5 fte SD Adviser to my team, who has a delivery background, and the arrival of a new Director who would prefer to buy in most of the training/devt and use me more in an internal consultant role.
- Need to develop staff. Expertise in field.
- New challenge.
- New role at the institution where I work and I saw this as an opportunity to move into a development role rather than purely a trainer role.
- Opportunity for a change.
- Opportunity to try something different, to develop new skills, improve my existing IT skills and hopefully future career prospects.
- Personal interest in education related projects. Designing skills. Innovative ideas.
- Right qualifications, Good money, Interesting, Challenging, Varied.
- Short term change in career.
- Sideways move from being a modular course leader. A bit fed up of having the same conversation at the same time each year, usually ending with "So next year, we'll..... Mostly a voluntary move, but felt that this was what the institution wanted.
- The belief that helping people develop skills in management & leadership makes a significant contribution to their effectiveness. This in turn leads to an effective and successful organisation.

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- The challenge of helping staff to move forward into new initiatives and developing roles – especially shifting the focus from teachers and teaching to learners and learning.
- The chance to help facilitate change through learning & development; seeing people grow & develop & move on in their lives; the opportunity to help organisations adapt & change. Also, staff developers are generally supportive people to work with & that is important to me in any job I have.
- The desire and passion to support others in their individual and team development and to design creative interventions which demonstrates learning is fun.
- The desire to improve the quality of learning and teaching in HE.
- The joy and satisfaction gained by helping people realise their potential. Helping organisations to increase effectiveness and efficiency through sound people development policies and initiatives.
- The opportunity to become involved in an area of work that can have a substantial influence on the way that individual members of staff develop to the benefit of themselves and the organisation.
- The opportunity to support people through career changes and decisions. The opportunity to develop my own skill set and knowledge as an HR professional.
- The variety of work. Job satisfaction – seeing a course/project through from completion. Chance to be creative. Interaction with a range of others. Element of fun in work.
- To gain new work experience.
- Variety and job satisfaction.
- Variety of job - draws on multiple skills & experience. Working with people. Opportunity to be creative & innovative.
- Wanted a role that was people centred rather than technically centred. Use my strengths in presentation and communication. Supporting others to learn and develop gives me a sense of accomplishment and is rewarding and satisfying.
- Wanted to contribute to the development of an organisation through developing its people to improve their performance.
- Wanted to have a post in teaching but could not enter the profession (no experience). Training and Development seemed to offer a way in. Never mover out!
- Wanting to make a positive contribution to the development of both individuals and the organisation. Also to develop and expand my own knowledge and skills.
- Wanting to work in a role that made a difference in people's lives.
- Was originally a secondment opportunity on a higher scale.
- What motivated you to move into a role that includes a significant development component? I get a buzz from seeing people realise their potential through various developmental learning activities.
- Wish to contribute to the scientific community.
- Wishing to help people grow in their work and life.
- Working with adult learners. Helping others develop and grow. Aiding people to be more efficient and effective in their role. Facilitation of groups – best way of working. Variety of challenges. Being supportive of others.

SECTION 2: ABOUT YOUR WORK**2.1 Institutions**

The following 66 higher education institutions (64 named, and two – apparently different – but not fully identified) were represented in the survey:

Anglia Ruskin University	1
Aston University	1
Birkbeck College	1
Bournemouth University	1
Brunel University	2
College (full name not specified)	1
Croydon College	1
DeMontfort University	1
Durham University	1
Edinburgh University	1
Heriot-Watt University	1
Imperial College London	3
Institute of Education	1
Keele University	5
Kings College London	1
London School of Economics	1
Loughborough University	2
Napier University	1
Northumbria University	6
Nottingham Trent University	1
Oxford Brookes University	3
Robert Gordon University	2
Royal Holloway University of London	2
School of Oriental and African Studies	1
Sheffield Hallam University	1
Southampton Solent University	1
St Georges, University of London	1
Staffordshire University	1
Thames Valley University	2
The Open University	2
University College for the Creative Arts at Canterbury	1
University College London	2
University of Abertay Dundee	1
University of Bath	1
University of Birmingham	2
University of Central England	1
University of Derby	1
University of East Anglia	14
University of Essex	1
University of Glamorgan	1
University of Hertfordshire	3
University of Huddersfield	1
University of Kent	3
University of Leeds	1
University of Leicester	5
University of Lincoln	1
University of London	1
University of Luton	1

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University of Manchester	1
University of Northumbria at Newcastle	1
University of Nottingham	2
University of Oxford	1
University of Paisley	1
University of Portsmouth	2
University of Southampton	2
University of St Andrews	2
University of Stirling	3
University of Surrey	2
University of Teeside	1
University of the Arts London	1
University of the West of England, Bristol	1
University of Wales Newport	2
University of Warwick	3
University of York	2
University College London	1
Not specified	1

2.2 Name of Department/Unit

The majority of respondents are in dedicated staff learning and development units. There are also a number from human resource/personnel departments as well as other services such as information technology and libraries. A summary of locations is provided here:

Location	Number	%
Staff and Professional Development	57	48%
Human Resources/Personnel	27	23%
Academic Practice, Teaching, Learning and Quality	15	13%
IT Support	6	5%
Library	5	4%
Faculty or Department based	3	3%
Campus Services	1	1%
Centre for Applied Research in Education and Centre for Staff and Educational Development	1	1%
Health and Safety Office	1	1%

Detailed breakdown of Department/Units:

Location	Number	%
Staff Development Unit	14	12%
Human Resources	13	11%
Centre for Staff and Educational Development	8	7%
Centre for Professional Staff Development	5	4%
Staff Development Centre	5	4%
Centre for Academic Practice	3	3%
Oxford Centre for Staff and Learning Development	3	3%
Personnel Services	3	3%
Staff Development	4	3%
Staff Development and Training Unit	4	3%
Personnel Department	2	2%
Professional and Organisational Development	2	2%
Professional development	2	2%

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Staff and Educational Development Unit	2	2%
Staff Development Office, Personnel Section	2	2%
Training and Development Team within Human Resources Department	2	2%
Academic Registry, Learning and Teaching Support	1	1%
Campus Services	1	1%
Centre for Applied Research in Education and Centre for Staff and Educational Development	1	1%
Centre for Learning and Development	1	1%
Centre for Learning and Quality Enhancement	1	1%
Centre for Learning and Technology	1	1%
Centre for Professional Development in Education	1	1%
Centre for Quality Assurance and Enhancement	1	1%
Centre for Staff Development	1	1%
Centre for Teaching, Learning and Assessment	1	1%
Centre for the Enhancement of Learning and Teaching (CELT)	1	1%
Department of Library Services	1	1%
Development and Training	1	1%
Faculty of Sciences	1	1%
Health and Safety Office	1	1%
HR - Training and Development	1	1%
HR-Staff Development	1	1%
Human Resources Development Centre	1	1%
Human Resources Learning and Development Section	1	1%
ICT IT Services	1	1%
Institute for the Advancement of University Learning	1	1%
IT Services	1	1%
IT Training Information Systems	1	1%
IT Training Section	1	1%
ITCS	1	1%
Learning and Research Support (Libraries)	1	1%
Library	1	1%
Library and Learning Services, MARCET	1	1%
MARCET Staff Development Centre, Library and Learning Services	1	1%
MARCET Staff Development Resources Centre	1	1%
Organisation and People Development	1	1%
Registry, Student Planning Data Officer	1	1%
School of Management	1	1%
School of Nursing and Midwifery	1	1%
Staff and Departmental Development Unit	1	1%
Staff and Student Development Department	1	1%
Staff Development in Academic Services	1	1%
Staff Development Unit (within HR)	1	1%
Training and Development	1	1%
Training and Development Unit	1	1%
Training Team, HR Department	1	1%
Unit for the Enhancement of Learning and Teaching	1	1%
Computer Liaison and Training, Information Services		0%

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2.3 Job Titles

The following broad roles are represented in this survey:

Role	Number	%
Staff Development Advisor/Consultant/Officer	48	40%
Deputy Director/Manager of Staff Development	29	24%
Director/Head of Staff Development Unit	17	14%
IT Trainer/Advisor	9	8%
Human Resources Advisor/Manager	5	4%
Equal Opportunity Officer	2	2%
Lecturer	2	2%
Professor	2	2%
Health and Safety Advisor	1	1%
Librarian	1	1%

Detailed breakdown on job titles

Job Title	Number
Staff Development Officer	10
Staff Development Manager	8
Head of Staff Development	6
Staff Development Advisor	4
Director	3
Academic Development Advisor	2
Management Development Advisor	2
Professional Development Advisor	2
Project Manager	2
Training and Development Management	2
Training and Development Manager	2
Training and Development Officer	2
Academic Staff Developer	1
Academic Staff Developer/Educational Developer	1
Advisor for Technology and Learning	1
Applications Support Officer	1
Arts Computing Advisor	1
Assistant Director, HR Strategy and Development	1
Assistant Director, Staff Development	1
Assistant Head of Human Resources (Teaching and Learning)	1
Assistant Librarian	1
Assistant Training and Development Officer	1
Assistant Training and Development Officer (Secondee)	1
Computing Advisor	1
Deputy Director	1
Deputy Director CELT/Educational Development Consultant	1
Deputy Director of OD and Training	1
Deputy Director of Teaching and Learning Staff Development	1
Director, Training and Development	1
Educational Developer (e-learning)	1
Equal Opportunities Development Officer	1
Equalities Training Officer	1
Head of Centre	1
Head of Centre and Deputy Director of Human Resources	1

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Head of CPDE	1
Head of Learning and Research Support	1
Head of Staff and Educational Development	1
Head of Teaching Quality Enhancement	1
Head of Training and Development	1
Health and Safety Advisor	1
HR Advisor	1
HR Manager (Organisational Development	1
ICT Service Centre Manager	1
IT Training Officer	1
Leadership and Management Development Advisor	1
Learning and Development Facilitator/IT Trainer	1
Learning and Teaching Advisor	1
Learning Technology Officer	1
Lecturer	1
Management Development and Leadership Consultant	1
Management Development Officer	1
Manager	1
Manager of Research Related Training and Development	1
Manager, Learning and Technology Group	1
Materials Developer	1
Organisational Development Manager	1
Organisational and People Development Advisor	1
Organisational and Staff Development Manager	1
Personnel Manager	1
Post-graduate skills development tutor	1
Postgraduate Skills Tutor	1
Postgraduate Training and Development Officer	1
Professor	1
Professor and Centre Director	1
Section Leader IT	1
Senior Computing Advisor - Training	1
Senior Human Resources Advisor	1
Senior lecturer	1
Senior Staff Development Officer	1
Senior Training Officer	1
Staff and Quality Development Manager	1
Staff Developer	1
Staff Development and HR Manager	1
Staff Development and Training Manager	1
Staff Development and Training Officer	1
Staff Development Consultant	1
Staff Development Co-ordinator	1
Staff IT Trainer	1
Staff Training and Development Manager	1
Systems Support and Project Officer	1
Training Co-ordinator	1
Training Officer	1
Tutor for Staff Development	1

2.4 Extent of Influence

Extent of Influence within the Institution	Number	%
Able to influence staff and educational development practice	107	90%
Able to influence institutional policies (not just SD policy)	76	64%
Have influence on Middle Management	79	66%
Have influence on your head of unit	75	63%
Have influence on Senior Management	69	58%
Have influence on your section leader	56	47%

See also chart, p.100

Other reported areas of Influence

- On Managers at all levels.
- On staff developers at other institutions.
- I feel I do influence on a personal level with some line managers even eg at Head level, but do not always have direct access to the most influential figures which can be a barrier to achievement. For the past year I have been co-ordinating our efforts towards achievement of liP re-recognition and this has given me greater access 'by right' to senior staff including at Directorate level (although sometimes just through the production of a discussion paper, for example). I think that if people see that there is substance about you, they will seek you out to advise more.
- HR Director.

2.5 Developer Responsibilities and Activities

From the provided list:

	Number	Percent
Programme Design	87	73%
Management Development	74	62%
Induction	74	62%
Training Needs Analysis	71	60%
Organisational Development	71	60%
Evaluation of Teaching	70	59%
Generic Skills	60	50%
Teaching and Learning	37	31%
E learning	34	29%
Academic Practice	29	24%
IT Trainer	27	23%
Other	25	21%
Accreditation	25	21%
NVQ	15	13%

See also chart, p.100

Other developer activities

- Advising and coaching managers and individuals.
- Am becoming more and more responsible for managing projects in relation to succession planning, customer first and am due to assume a major project in relation to internal communications within the Institution.

- Anything to do with our VLE.
- Appraisal Scheme, Peer Observation of Teaching Scheme, Staff Mentoring Scheme, Investors in People Project Manager.
- Assist with meeting the ICT requests of colleagues and ensuring institution meeting national demands. Assist with the health and safety requests of colleagues. Lead person for the implementation of liP and revised annual performance review.
- Bringing in external expertise when required.
- Change Management.
- Consultant/adviser on development-related matters. I have classified liP as OD.
- Delivering Mandatory Resting Diversity Training for all staff.
- Design & implementation of performance management scheme; ensure that the university retains Investors in People: support the implementation of the HR strategy. I am internal verifier & centre contact for the Institute of Leadership & Management awards.
- Detailed management of the SDTU eg database management, design and production of management reports.
- Diversity and Equal Opportunities Development.
- Equality, Diversity, Mediation, Listening skills, Negotiating skills, Harassment.
- Facilitator Training.
- I also have a responsibility for developing institutional educational strategy/ies and monitoring and supporting their implementation.
- I manage the IT Trainer. Some of my ICT Service Desk staff also do some training.
- I see my role as responsible for promoting and raising the profile of staff development across the institution through a wide range of initiatives which touch staff in all categories, working in different areas, through a variety of events and initiatives.
- I would also mention equipping staff to handle Equality and Diversity issues as an area for which I have a major responsibility working closely with the Equality Co-ordinator. I also have responsibility for managing the University's appraisal schemes and policies. I suppose this could be classified as OD, but we haven't really articulated that here, not liP accredited, nor intending to go for it.
- Individual consultancy / coaching / mentoring.
- Leadership of the staff development function, which includes most of the above.
- Managing the SDU.
- Managing the team – including encouraging their professional development. Planning/arranging – internal and external work. Management of Open Learning Centre. National work – Staff Dev Forum.
- Policy and procedure training, team building.
- Postgraduate Skills.
- Project work e.g. mentoring scheme for academic staff.
- Psychometric use and design and delivery of facilitated events. Advisory capacity to Senior Management on all noted above activities.
- Raising personal effectiveness awareness via Belbin and MBTI.
- Research Training.

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- Researching and developing standards for managers to work to which clarifies the Universities expectations of them.
- Skills in project management.
- Some basic Diversity training.
- Strategic projects and interventions.
- Team building and team facilitation, Action Learning Sets, Away-days.
- The Centre covers all of the above with the exception of IT training. We are just getting into organisational development with work being undertaken with one of our senior managers. My role is more in the management of all of this and less with direct delivery.
- This role is new as is the unit so the whole thing is evolving as I type! My role is currently fairly vague (deliberately so) but the remit is to co-ordinate a range of training and development activities for staff at the University. I don't have specific responsibility for set groups of staff (except Technical and Technology staff) as my role is expected to play a part in meeting various staff group needs'.
- To prepare all relevant staff to meet their health and safety roles and responsibilities.
- Training management.
- With the exception of IT training and organisational development, the unit is responsible for all the other activities listed, and as an individual I contribute to many of them.

2.6 Percentage of Role Spent as a developer

	Number	Percent
More than 80%	27	23%
41 - 50%	11	9%
31 - 40%	9	8%
Less than 10%	6	5%
10 - 20%	6	5%
51 - 60%	6	5%
21 - 30%	4	3%
61 - 70%	4	3%
71 - 81%	0	0%

See also chart, p.99

2.7 Developer Skills

In your developer role what are you good at?

Summary of main skills reported:

Skills (good at)	Number	%
Delivery	59	50%
Facilitation	49	41%
Planning	43	36%
Designing Training	41	34%
Identifying Training Needs	36	30%
Coaching	34	29%

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Evaluation	18	15%
Keeping up to date	16	13%
Strategy	15	13%
Networking	12	10%
Leading the Staff Development Team	11	9%
Administration and good organization	11	9%
Liaising with managers	9	8%
Mentoring	8	7%
Creativity	7	6%
Persuading and influencing	6	5%
Writing	6	5%
Motivation of Staff and learners	6	5%
Assessing progress of learners	6	5%
ALS	5	4%
One-to-one	4	3%
Marketing	4	3%
Managing the Staff Development budget and obtaining funding	4	3%
Presentation skills	3	2%
Change management	3	2%
Leadership and management training	3	2%
Team development	3	2%
Vision	2	2%
Collaboration	2	2%
Writing and designing of policy	2	2%
Adapting materials to learner	2	2%
Raising the profile of teaching and learning	1	1%
Role modelling	1	1%
Implementation of Staff Development Policy	1	1%
Research	1	1%
Career counselling	1	1%
e-learning	1	1%
Patience	1	1%

Full responses:

- Acting as consultant on design, development and delivery of flexible learning, including e-learning; disseminating good practice; keeping up with developments in learning and teaching via reading and networking.
- All of the above I would hope plus sourcing training, negotiating programmes, tailoring provision for groups, marketing the function and our 'products', starting to link programmes of development (creating pathways), dealing with a range of levels of staff and experience.
- All of the above! I have to be at least *good* at all of them, in my role.
- All of these.
- All tasks necessary to undertake H&S development training.
- As a trainer, I am good at identifying additional training needs for users particularly in areas that they might not have previously considered applicable to them. Feedback suggests that I am very patient and provide interactive and timely training and the right level for the user.
- Assessing needs, planning and designing development activities, coaching, mentoring. CPD.

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- Being human.
- Building an understanding of the business, identifying priorities, balancing organisational and individual needs, leading and developing staff developers, liaison with other internal providers.
- Change management consultant, coaching / mentoring (part of SLF formal scheme), team development facilitation, leadership / management workshop facilitation.
- Change Management, OD, Facilitating business meetings, Leadership Development, Strategy Development, Planning, designing training and interventions, delivering training, coaching, influencing managers (at all levels). Seek to take on projects to ensure ongoing changing role - between change management, staff development, OD, general HR – I find the mix of skills helps me to gain credibility and keep all the interlinked skills up to date.
- Coaching, delivering training, facilitating courses, identifying development needs, assessing the progress of those being developed, keeping yourself up to date. All of these but, only being in job for 6 months, so I am limited to what I can say.
- Coaching, Delivering training, Facilitating courses, Keeping up-to-date, Networking, Assessing progress of those being developed, Influencing Senior Managers, TNA.
- Coaching, facilitating leadership development courses, facilitating action-learning sets, identifying development needs, assessing the progress of those being developed, evaluating the impact of development.
- Coaching, needs analysis, design & delivery of courses, facilitation, internal consultancy.
- Coaching/mentoring, facilitating courses and identifying training and development needs.
- Coaching; delivering training; designing and delivering creative approaches; facilitating courses, workshops, focus groups; decision making groups, action learning sets; working with senior managers; coaching; mentoring.
- Consulting, Identifying development needs, Feeding back/coaching, Facilitating workshops, Keeping up to date/reading, Applying theory, Building trust.
- Course design, supervision, course writing.
- Dare I say all of the above! I am the staff development team with the aid of my administrator it is my job to ensure that everything happens that I am aware of all the strategies and policies across the institute and ensure that the staff development programme addresses all requests / needs etc.
- Delivering and facilitating, identifying development needs.
- Delivering training.
- Delivering Training.
- Delivering training, facilitating.
- Delivering training, managing large complex interlinked training programmes (my remit includes staff and student training, and also responsibility for learning technologies support and training). Outreach. Service delivery. Note I manage 12 staff so have less time for training, although I do support (and hopefully develop) my staff.
- Delivering training, planning, facilitation, training needs analysis, evaluation.
- Delivering training. Scholarship activities. Raising profile of learning and teaching within discipline.

- Delivery and design. Motivating other trainers and staff. Strategic planning and delivery of projects.
- Delivery, influencing at all levels and building relations at all levels of manager across the University.
- Design, development, delivery or commissioning and evaluation.
- Designing and delivering courses, facilitating courses, programme design, coaching, strategic planning, marketing and publicising services, policy development.
- Designing and delivering development opportunities with operational teams. TNA, facilitation & coaching.
- Designing courses, identification of need, keeping myself up to date, networker, problem solver.
- Designing Courses, Writing Training Materials, Delivering Training, Identifying Gaps in Training Provision.
- Designing effective learning programmes which engage participants in reflecting critically on their own practice. Being flexible and supportive. Providing motivational support and encouragement. Implementing practical solutions to development issues. Strategic planning.
- Designing training programmes to meet specific needs. Delivering training, working with individuals for example when doing NVQs, planning, organising.
- Designing training, Planning training, Delivering training, Facilitating various sessions, TNA, Monitoring post-training success, General administration of training events, Delivering legislative briefing sessions.
- Designing training, delivering training, one-to-one tuition, facilitating creativity/problem-solving sessions, producing training materials (especially course workbooks), devising activities, achieving balance in courses, 'showmanship', administering IT qualifications.
- Developing and delivering and evaluating programmes; writing draft policy.
- Developing and delivering courses, identifying development needs, keeping up to date.
- Developing Training packages, delivering and evaluating. Also, collating and analysing evaluations, following up after training is delivered. I am also good at keeping myself and colleagues up-to-date on latest developments in the field of Equality. I am aware of trends in my field and have good ideas of moving the agenda forward.
- Developing training, delivering training, evaluation.
- Devising development strategy; analysing development issues; providing internal consultancy targeted at specific issues; designing and facilitating events; coaching; getting other managers to support management development.
- facilitating courses for staff. identifying development needs through staff review and collective service meetings.
- Facilitating events, developing overall strategies, planning.
- Facilitating group work. Motivating others. Designing engaging learning interventions.
- Facilitating, coaching.
- Facilitation, development of material.

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- Facilitation, Organisation, Development of Programmes, Identifying Training Needs, Coaching/mentoring/personal tutoring.
- Facilitation, team building, delivering training, internal consultancy, identifying development needs, mentoring, advising managers, building networks, action learning sets.
- From the questions, I'm not sure that I have the same view of what a developer is so it is difficult to answer such open questions. Making links between the wide range of issues covered in the role.
- Good at coaching, planning, presentation and delivering IT training courses, identifying training needs and questioning.
- Good organisation and planning skills. Good at facilitating courses and delivering training when comfortable with subject area. Not good if thrown in at the deep end.
- I can put together a balanced programme of events, covering all categories of staff, very well. I am open to new ideas and willing to run pilots of new types of SD.
- I excel at assessing needs of students with regard to IT training and planning the most appropriate elements to duct them in. I also have introduced a strong level of follow up support for student who attend courses.
- I think I am good at creating solutions e.g. a new manual appraisal scheme, planning, coaching, helping individual managers e.g. with dysfunctional teams, communication & interpersonal skills, facilitating courses, identifying development needs, motivating the SD team and keeping them 'together', budgeting and getting funding. Liaising regionally with SD units.
- Identification, planning CPD activities, organising CPD events, recording participation in events.
- Identifying and designing bespoke development. Facilitation of events. Delivery of soft skills development. Pulling together direction for the team in line with Institutional and School/Departmental needs.
- Identifying Development Needs, Planning the training programme, Delivering training, Researching – ensuring my material is credible and appeals to all types of staff.
- Identifying needs, coaching, delivering training and assessing progress.
- Identifying training/development needs. Evaluation methods and techniques.
- Initiating and maintaining relationships. Strategic planning. Course development. Course delivery. Coaching.
- Innovation of Training solutions; delivering training; presentation; career counselling.
- Interfacing between departments / creative problem solving.
- Keeping up to date; Planning; Delivering IT Training; Evaluating.
- Listening to client, analysing their needs, organising a range of interventions, facilitating development, delivering sessions.
- Management of the process, ALS, Coaching, facilitation , CPD.
- Managing a team of development professionals, planning programmes, facilitating.
- Needs analysis, planning, delivery and evaluating.
- Of the above, planning, delivery, facilitating courses, keeping up to date, plus networking with local and regional colleagues, communicating up, down and across messages which need to be received and acted on, managing and motivating my (small) team.

- One to one coaching. Designing participative events that draw on people's actual experiences.
- Organisational issues, linking SD to strategic objectives, advising managers, etc, management development interventions (not necessarily delivery), corporate coordination.
- Organising and monitoring of effectiveness and creating new annual programmes.
- Planning – ensuring good knowledge of subject to be taught, delivering training.
- Planning and delivering training, identifying needs, assessing.
- Planning and developing material, Delivery and facilitation, Coaching.
- Planning and managing T&D activity for staff across Univ, coaching, identifying development needs.
- Planning Events, Networking, Identifying Key agents for change eg NTFS candidates.
- Planning training programmes, delivering training, facilitating courses, identifying needs, analysing effectiveness of training, ensuring follow through all training requests/needs, budgeting programmes, reporting, ensuring own personal development.
- Planning, coaching, delivering training, keeping up-to-date.
- Planning, coaching, designing and delivering training, facilitating courses, identifying development needs, assessing the progress of those being developed, keeping myself up to date. All of these plus marketing training, networking (internally and externally). Acquiring and motivating active supporters for training.
- Planning, coaching, facilitating, assessing progress, keeping self up to date.
- Planning, co-ordinating, designing, delivery, facilitation, coaching, keeping up-to-date.
- Planning, delivering and evaluating courses/programmes that meet training needs/specifications.
- Planning, delivering training, facilitating, reporting.
- Planning, delivering training, facilitation, identifying development needs, writing strategy, building relationships with key managers, supporting and advising team members.
- Planning, Delivering training, Identifying needs, Coaching and mentoring, Role modelling, Keeping up to date, Horizon scanning, Networking, Facilitation.
- Planning, designing and delivering training. Facilitation and presentation skills. Evaluation of training and development initiatives.
- Planning, Designing solutions, Delivery and evaluation.
- Planning, designing training, delivering training, facilitating courses, professional development, evaluation.
- Planning, developing and designing programmes, facilitating, linking development to strategy.
- Planning, facilitating (including iLab work, also action learning sets), delivering training, coaching, my own cpd, writing workbooks, managing the team (or so I gather).
- Planning, facilitating, coaching, mentoring, creativity, course design & delivery.

The work of staff developers

- Planning, facilitation, identifying needs, leading the Staff Development Team.
- Planning, identifying development needs, keeping up to date, evaluation, influencing.
- Planning, identifying development needs, liaising with managers and heads in faculties and services, managing the staff development budget, leading a staff development team, provision of appropriate development activities.
- Planning, organising, administration, meeting training needs identified by individuals.
- Planning, training delivery, facilitating, evaluation, keeping abreast of changes/updating.
- Proposing potential avenues of thought about specific issues or situations. Facilitating reflexive practice.
- Running interactive workshops, writing, persuading and influencing, networking and skill sharing.
- Running workshops, problem solving/consultancy, interpersonal skills.
- Spotting opportunities for development activities, developing something that isn't 'standard', working with others to bring those to fruition, ensuring they fit with the strategic direction of the University, selling practical and pragmatic solutions to others, delivering, and facilitation, coaching, generally making sure that we provide an effective staff development service to the University.
- Strategy – strategic direction; vision for the future; leadership of the Centre; planning/organising; facilitation; designing and running programmes (from full certificated programmes to one day or short sessions); development of network – internal and external; collaborative working with other service departments and academic schools; evaluation – looking to keep improving this – particular with regard to assessing impact of the Centre; building positive working relationships; development and implementation of policy.
- Strategy, budget management, planning and delivering training, building networks around new projects.
- Strategy/inclusion/marketing/coaching/writing.
- Tailoring solutions for particular staff and schools, delivering training, supporting and coaching staff in other departments, liaising between front-line staff and senior management.
- TNA and planning.
- Training design (I work with limited resources which does make you think more laterally and creatively about how to get messages over); training delivery. I think I am also quite organised which helps me to keep the plates spinning.
- Training needs analysis, design, development, planning and delivery of training courses. Giving general advice. One to one coaching and developing E-Learning materials and supporting notes.
- Translating research findings into guidance materials. Identifying key skills to be disseminated. Matching development needs identified by staff with solutions. Establishing rapport with staff to be developed. Networking with other staff developers.
- Working across the range of people whose roles have to do with teaching, learning and assessment; learning from them as well as sharing with them a repertoire of frameworks, findings and practical ideas that provide different blends of briefing, training and support according to contextual needs. Bringing into play insights drawn from experience, current scholarship, and ongoing research undertakings.

- Working with individual students, teaching, developing new areas, responding to student feelings and identifying needs.
- Yes all of those!

In your developer role what would you like to be better at?

Summary of main skills reported:

Skills (would like to improve)	Number	%
Coaching (and mentoring)	19	16%
Facilitation	16	13%
Personal organization, paperwork, time management	15	13%
Evaluation of training and of impact	14	12%
Keeping up to date	12	10%
Influencing and politics	12	10%
Raising the profile of CDP and staff development	5	4%
Planning	5	4%
Training needs analysis	5	4%
Assessing progress	4	3%
Strategy	3	2%
Greater understanding of HE and university structure	3	2%
Designing	3	2%
Facilitation of senior/executive leadership programmes	2	2%
Consultancy	2	2%
Communication	2	2%
IT and AV	2	2%
Blended learning	2	2%
Qualitative research	1	1%
Writing for publications	1	1%
Action learning sets	1	1%
Project management	1	1%
Web design	1	1%
E-learning	1	1%
Performance management of own staff	1	1%
Presentation skills	1	1%
Marketing the training function	1	1%
Decision Making	1	1%

Full details of responses:

There is a general feeling from these comments that staff would like more time and feel that the remit they have is too large.

- (Planning, facilitating (including iLab work, also action learning sets), delivering training, coaching, my own cpd, writing workbooks, managing the team) All the above – but additionally, multitasking – or avoidance of need for same. Delivering a course is sweet focussed relief from the myriad of tasks on my desk. This might say something about delegation, time management etc. I'd like to be better at avoiding most committee work and politics, but that's just being unrealistic!
- Advocacy at senior management level. Being more effective at the politics of institutional influence and change where evidence-based approaches are often ignored by those making decisions in favour of simpler political win-lose approaches.

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- Analysing effectiveness of training given.
- As I manage a team of trainers I don't spend much time training so miss this element.
- Assessing progress. At the moment, I do not have the amount of time I consider appropriate to do follow-up work.
- Assessing the impact of Training.
- Assessing the progress of those being developed, keeping myself up to date, delivering training, new innovative ways, tricks. Creating Action Learning sets. Helping the wider HR team ('not allowed' at the moment, internal politics, skills more valued outside HR than within), coaching I think I am good but could be even better and this is very in demand here.
- Be able to give more constructive feedback in teaching observations.
- Being more strategic and looking at the bigger picture – harder to do when you are focusing on certain developmental issues such as – Appraisal Training etc.
- Being systematic, influencing others.
- Better knowledge of good, affordable, training companies.
- Blended learning, Influencing upwards.
- Can always improve – probably facilitation; working with competences; development planning for senior staff.
- Clearer on University structures and MORE TIME.
- Coaching.
- Coaching and mentoring.
- Coaching and mentoring. Would really like to develop innovative and creative facilitation techniques. Some of colleagues do this really well and I would like to learn from them..
- Coaching could be improved.
- Coaching, delivering training, facilitating courses, identifying development needs, assessing the progress of those being developed, keeping yourself up to date. All of the above! Especially – planning.
- Coaching, mentoring and facilitating groups.
- Coaching, presenting skills, persuading and influencing HR strategy, marketing the training function to ALL staff.
- Coaching, reading around current practice, writing up what I do, reflecting on my practice.
- Coaching/mentoring.
- Communicating.
- Communication at strategic levels.
- Continue to develop the skills necessary to undertake the task.
- Decision making, coaching, facilitation.
- Delivering training.
- Delivery and facilitation.
- Designing web-based learning.
- Developing discussion.

- Diary management (multiple commitments). Follow up – as above.
- Encouraging others to become reflective practitioners. Encouraging others of the value of CPD, membership of and involvement in professional organisations.
- Enhance mentoring and coaching skills; continue to refresh and develop consultancy skills; influence the position of staff development and raise the profile more.
- Evaluating impact of CPD activities on learners and organisational objectives.
- Evaluating the impact of staff development on performance at team and organisation level.
- Evaluating training.
- Evaluation.
- Evaluation.
- Evaluation of impact of development. Use of reflective tools to help managers assess their development needs. Sharing best practice with other HEIs / working on collaborative projects across the sector. Finding external development opportunities for senior managers.
- Evaluation of training programmes.
- Even better informed of developments if had more time.
- Everything.
- Expecting less in terms of staff participation.
- Facilitating groups.
- Facilitating non-technical courses. Evaluation of training.
- Facilitating team workshops.
- Facilitating; Generic Development Training; Coaching.
- Facilitation of senior / executive leadership development.
- Facilitation skills.
- Facilitation, develop coaching and other one-to-one skills (I think I need to develop skills on deciding when and how to challenge). I'd like to develop new approaches to organisational challenges.
- Finding time to keep up to date.
- Finding ways to get HE senior 'managers' to take the SDT of staff other than Academics and Researchers seriously enough to put their hands in their pockets!
- Gaining more visibility and recognition within departments.
- Greater understanding of HE.
- Greater variety of styles of operation.
- Having a better overall sense of and understanding of the range of staff training and development that takes place in Universities, and the associated jargon and initiatives which I feel often muddy the water.
- Having more experience in Management Development practice and development centre facilitation.
- I am always seeking to improve on all of the above (Planning, designing and delivering training. Facilitation and presentation skills. Evaluation of training and development initiatives).

The work of staff developers

- I would like formal training on Training Needs analysis and Training Evaluation methods.
- I would like not to be “spread so thin”my remit is enormous.
- I would like to be able to be a better trainer in the classroom. I would like to learn skills of classroom management / people interaction. I think I am presently good at this but would love to watch other trainers and learn what others also do to make course topics interesting to the audience.
- I would like to be good at representing the institution on equality matters – be its consultant and champion. I would also like to be better at organising my work area or paperwork. I would like to be good at web page design and getting information on web.
- I would like to develop the role more in terms of internal consultancy, enabling, integrating development more into the wider organisational plans and policies.
- I would like to improve my coaching skills and further improve my facilitation skills.
- I would like to make online experience more real, so that it can be fun like playing a video game.
- Improve so can excel in all the above mainly around the general areas of influencing others, breadth of management style.
- In the organisational context I would like us all to be better at strategic staff development, TNA and evaluation than we are.
- Influencing those higher up the organisation.
- Influencing upwards, implementing appraisal system, getting all staff groups represented on training courses.
- Just about everything.
- Keeping in touch with wider developments. Developing my own skills beyond the ‘comfort/familiar zone’.
- Keeping myself up to date and managing my time better so that I have more opportunity to read/research. I would also like more opportunity to design and deliver courses from scratch (although I am beginning to do this).
- Keeping myself up to date. Being more innovative in designing development solutions.
- Keeping self up to date; networking.
- Keeping up to date.
- Keeping up to date / more actively involved in research.
- Keeping up to date with legislative changes, being able to initiate new developments more quickly, coaching.
- Management of difficult delegates.
- Managing my manager.
- More organised so I can multi-task more effectively.
- Moving from Coaching at middle manager to senior manager level within my organisation.
- My personal profile. I gain reputation for the quality and reliability of my work and am influential in this regard, but I don’t use political leverage to gain advantage for the function or my position as much as I see others doing. I would like to have the

opportunity to be coached to improve my performance. Possibly also mentored, although I have an ex (senior) colleague who is an informal mentor, this is not in a structured process.

- N/A as my role is about to change.
- Needs analysis.
- Negotiating and influencing academic and senior management.
- Not letting the task orientation and commitment necessary in this kind of job absorb too much time and energy – both overall as regards work/life balance (though I don't actually see these as in opposition) and in terms of allowing less important things drop off the work agenda, whilst still giving due attention to the multiple demands which exists.
- Organisational paperwork; use of IT packages; coping with organisational system and procedures.
- Performance management- developing the failing colleague.
- Personal organisation and boundary setting, qualitative research, writing for publication.
- Personal organisation and discipline that would tidy up my papers and materials.
- Planning, designing and keeping up to date.
- Planning, keeping myself up to date.
- Project management skills, operating more strategically but also gaining some line management responsibility.
- Project management, Communicate with potential conflict.
- Research.
- Research into staff/ed development.
- Saying 'no' sometimes and not trying to do all things thrown at me.
- Self development to enhance current skills. Time management!!!
- Strategic influence and interventions.
- Strategic planning, thinking and debating; understanding organisational politics; professional up-dating.
- Strategy. Evaluation. Keeping up to date technically (impossible given the other demands on my time).
- The politics of influencing senior management, team management, financial management.
- Time management.
- Time management.
- Time Management. AV stuff.
- Training delivery.
- Understanding further the needs of HE environment. Teambuilding coaching. Designing e-learning.
- University wide training needs analysis, but not enough time to do this currently.
- Workshop facilitation.

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- Would like a larger support admin team. We have over 1000 staff. Feel if I had more admin support could actually spend more time ensure all systems and evaluations run smoothly and effectively. Would also like more time to act as a consultant utilising my skills.
- Would like to have more opportunity to facilitate development session – role is predominantly one of managing the function rather than delivering the training. More exposure would develop my skills.

How were you initially helped to prepare for those responsibilities and activities that you were first assigned when you took on your developer role?

	Number	Percent
Attending a training course	55	46%
Watching Others	52	44%
Being mentored	38	32%
Given Support for qualification	37	31%
Being coached	21	18%
Other	20	17%
Induction	18	15%

See also chart, p.101

Other

- A lot of experiential learning! Colleagues in the University and elsewhere helped considerably.
- All of the above; plus working as a hands on trainer over very many years. By the time I became a trainer I had over 20 years of solid management experience. I was coached and advised by experienced trainers in the London region.
- Basically learned by doing; CIPD qualification did not equip me for the developer role, working with other colleagues did; working on specific projects.
- By developing my career and also being offered different job roles and excellent secondment opportunities which allowed me to develop range my portfolio of skills.
- Coaching and mentoring by Directors of HR in previous organisations.
- Currently doing an NVQ level 4 in Learning and Development.
- Educational courses including Cert Ed, Assessor awards etc.
- Excellent continuing support and coaching from line manager.
- Experience – actually doing it and then feedback from participants.
- Experience of having attended wide range of internal and external training events, training in managing the training function and experience as a general and HR manager.
- Fellowship was important.
- Hard to answer – sort of emerged from many years of making mistakes and getting some things right.
- I received very little support.

- I was already an experienced developer when I came into the H.E. Sector. My main develop needs were around getting used to the academic environment and awareness of sector issues rather than developer skills.
- I was supported through my induction period by my Head of Department.
- In first job it was very much learning on the job, and from external sources such as SEDA conferences, publications, and developers.
- Joining a Staff Development consortium in a committee role – the M25 committee's CPD25 training group.
- Just doing it, but with plenty of opportunities to ask Qs as and when they arose...
- Learning by doing.
- Line Manager and Departmental Head on hand to gently guide me.
- Morphed into the role ie started doing it and 'sold the Dean' on the idea of a formalised role.
- Most came from Past experience of: organising sales events, giving presentations, (need a lot of self-confidence for this role). (Sec Educ) Designing curriculum, teaching pupils (Sec Educ) managing a team of professionals (teachers) previous strategic Personnel role.
- Networking.
- No initial support. It was assumed my previous experience had prepared me.
- No real help given – learnt by trial and error.
- No real preparation.
- None – straight into the task.
- None because training was a remit of my previous jobs.
- None of these things. Self taught – SEDA Fellowship. MA in Industrial Relations.
- None of this was done on a formal basis when I became involved but it was carried out in a very supportive and helpfully developmental way. I had had a lot of informal contact before joining what was a small professional team who characteristically worked alongside one another, pooling our individual strengths (and working on our 'gaps!'). Although it didn't feel like that at the time, I suppose I did also have a reasonably strong background as regards experience of teaching in HE and conducting research concerning aspects of HE grounded in some familiarity with relevant literatures.
- None, it was assumed I had a complete skill set.
- Peer feedback; reading; video; discussion with peers.
- Primarily by working on career development / team development facilitation as a "night job" when a full-time manager in the oil and gas industry. Also by working with key external experts and learning from them. By being closely associated with HR / OD during this time – learning from them also.
- Reading and networking.
- Research into methods and background information. Guided into developing ways to train and coach others.
- Sent up to Sheffield to talk to UCOSDA (I think it was then, 1992). Spent a day with staff there (mainly Bob Hardwick), visited Jenny Grant in Surrey and spoke on phone at some length to Ruth Goodall at UEA, and encouraged to get involved with regional

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group. Was encouraged to attend UCOSDA conference, but at the time I had very young children (babies) and found it too difficult to make arrangements for 2 nights away (this is still an issue for me).

- Spoke with others but primarily used my past experience as a teacher / lecturer etc.
- The role was new at UWE and I was therefore able to develop it largely as I considered appropriate within a broad remit. I report to the Head of Personnel Services who has overall responsibility for the function and is therefore involved in strategic decisions.
- Training course attended was an introduction to HE generally (not specifically staff development related).
- Trial and error and just doing it.
- Undertook MA Training & HRD- self financed.
- Use of previous experience and organisational skills.
- Wasn't given anything initially.
- Working within a culture (RAF) that acknowledges its dependence upon the CPD of its whole work force.
- Workshops and external courses.

SECTION 3: ABOUT YOUR CURRENT ROLE

(What development do you undertake or receive to support your developer role?)

3.1 HE staff and/or educational development group organised meetings, courses, workshops or other events

Around 500 attendances over the last two years were reported. A summary of the 'usefulness' ratings, on a scale of 1-5 (5 being most useful) follows. Percentages are calculated on the number of replies which provided a rating and not on the total number of events reported.

- 5 n=108 (23%)
- 4 n=188 (39%)
- 3 n=120 (25%)
- 2 n=48 (10%)
- 1 n=12 (3%)

In full:

Event	Part/Developer?	Rating
North East Leadership & Admin Management Programme (NELAMP) + Action Learning Sets	Coordinate and facilitate	5 (for Univ), 4 for me
Organisational Development in HE Group	Participant	5
Change Academy	Participant	5
Train the Trainer (Diversity and Equality)	Participant	5
Drama in learning	Participant	5
HESDA Conference (x 2)	Participant	5
Universities Scotland Intro to HE course	Participant	5
Membership of Action Learning Set for Staff Developers	Participant	5
Mentoring	Developer	5
Charing Meetings	Participant	5
Organisational Development Group (Leadership Foundation)	Participant	5
UKCOSA conference 04	Presenter	5
UKCOSA Conference 05	Presenter	5
AMOSSHE Conference 04	Presenter	5
HEEON Conference Jan 04	Facilitator	5
HEEON conference June 04	Facilitator	5
HEEON Conference Jan 05	Chair	5
HEEON Conference June 05	Chair/Presenter	5
HEFCE/SCOP Working Party on Conflicting Freedoms, Extremism & Intolerance 04-05 (Ongoing)	Member	5
Alan Jenkins on teaching-research (at Keele)	na	5
WebCT User group	No	5
Learning and Teaching Committee Away Day	No	5
Writing for Publication	No	5
Fountains in the Sand – a CPD event for Staff and Educational Developers, June 2004	Yes	5
SCAP conference, July 2005	No	5
Departmental Awaydays	Facilitator	5
Equal Opportunities & Cultural Awareness Training	Participant	5
Navigator Trainer weekends (twice-yearly usually)	Participant & Facilitator	5
Departmental Team Meetings & Practitioner Meetings	Participant	5
Change Academy (Dalmahoy Sept 2004)	participant	5
NVQ Standardisation meetings for Admin and A1 Assessors (numerous)	Contributor	5

Current professional development

HESDA conference 03	Contributor	5
HESDA /LF 04	Delegate	5
LF special conference/meeting on Technician Development	Participant	5
Regional Promotion of IST/CPD for technicians	Organiser/Facilitator	5
SURATC e-learning conference (Univ.Herts)	Delegate	5
London HESDA/LF meetings	Participant	5
Neurodiversity (de Montfort)	No	5
IT Trainers' workshop, Warwick. 8th December to 10th December 2004	No	5
Voice and Performance in Lecturing – In-House training 23 rd February 2005	No	5
Non Academics Teach Too! In-House training 17 th March 2005	No	5
LF Organisational Development Group meetings/extended meeting and two annual conferences	Yes	5
A series of ad hoc cross sector meetings relating to IIP	na	5
Management Effectiveness Programme for WHO and then delivered in Myanmar	na	5
Portsmouth University – External Examiner	No	5
Institution of Occupational Safety and Health – Course Provider	Yes	5
Royal Holloway University of London - H&S Training Courses	Yes	5
PgDip HRM	No	5
SCAP	na	5
Eastern Region Forum – staff developers best practice exchange	Contributor & delegate	5
Participated in HERD UK meeting in London in May re Roberts funding and Transferable Skills training for research staff	No, but delivered feedback from my group to plenary	5
Teaching Skills Programme for postgraduates and part-time teachers organized by University's Centre for Staff and Educational Development	No, trainee	5
Training the Trainer event delivered as a bespoke session at my request to all Subject Librarians	Trainee	5 – v useful as a team-building exercise
(Nov 04) Glasgow Staff Development Conference	No	5
(Jun 03) 'Creativity and Diversity' SURATC residential course	Yes	5
LF Scottish OD working group	na	5
South East Developers Forum – Regional Group meetings	Sometimes	5
I am a planning group member of the Heads of Educational Development Group. I have therefore attended several HEDG events in the past two years including two residentials.	na	5
Meeting with visiting US college principal (Dean Hubbard)	No	5
Cambridge International Distance Learning Conference September 2003	Panel member for one session	5
Improving Student Learning Conference	Y	5
First Year Experience Conference	Y	5
Innovation Lab. Facilitator Training, in total 7 courses for UEA, Essex and i10 Project	Trainer	5
Creativity Workshop	Participant	5
Facilitator Conference, July 2003	Organiser/facilitator	5
Facilitator Conference, July 2004	Organiser/facilitator	5
Chairing Meetings	Participant	5
Student Assessment: Lightening the Load	Participant	5
HESDA Conference, November 2003	Seminar presenter	5
Chairing Meetings	Participant	5
Investors in People	No	5
Action Learning Set	na	5
Springboard programme	na	5
Time Management Workshop	No	5
Induction Programme (4 week)	No	5
11.9.03 Workshop videoconferencing, Bath university	Leader	5

Current professional development

28-30.6.04 DIVERSE conference, In Holland University	Presenter	5
12.1.05 Wolverhampton University m-learning workshop	Attendee	5
11.5.05 Ebyte VoIP demonstration, Warwick	Attendee	5
8.6.05 interactive content workshop	Presenter	5
3-7.7.05 DIVERSE conference, Vanderbilt university	Chair	5
North East Local Academic Women's Network (NELAWN)	Participant at some	5
MWSDG – 2/3 times a year meetings	Facilitator and participant	5
Local Learning & Skills Partnership	na	5
Career management (including LF and HESDA seminars)	To some extent	5
Database management and systems	na	5
Job evaluation methodology (HERA assessment)	na	5
ECDL Trainer Forum	No	5
ERF	na	5
SACWG	na	5
Action Learning Facilitator training (HESDA)	Trainer	5
Bloomsbury Group	N	5
London Staff Developers forum	N	5
London research staff group	N	5
East Anglia Staff Developers forum	N	5
Staff Developers conference Glasgow	N	5
Bloomsbury Staff Developers (termly meetings)	Yes	5
London Staff Developers (termly meetings)	Yes	5
North East Staff Developer Networks	na	5
Over the last two years my staff development budget has mainly been allocated to fund my MA in coaching and mentoring and so I did not engage in other events	na	5
Employment Updates; eg: local legal firm	No	5
LF Research Project	Developer	5
2005 Cambridge workshop	Participant	5
Facilitation Skills Training	Participant	5
Leadership Foundation Conference	Participant	5
Writing Away Day –Research Group 06.05	Yes	5
Facilitator training workshop in the ilab	No	5
Action Learning	Participant	4
Cambridge Conference - engaging academics in HE	Participant	4
Voice Projection	Participant	4
Cultural Awareness	Participant	4
CIPD Scottish Conference (x 2)	Participant	4
Level B conversion course for Psychometric Testing (16PF)	Participant	4
Assessment Centre Design	Participant	4
Facilitated action learning sets	Participant	4
94 Group - Best 6 programme	Developer	4
Strategic Awareness	Developer	4
Coaching Skills	Participant	4
Performance Management Skills	Participant	4
Programme of Events	na	4
Regional HEA Forum	na	4
Several conferences in Australia	Keynote and Participant	4
Leadership Foundation Staff Development Conference	Participant	4
Midlands Staff Development Partnership	Participant	4
Midlands West Staff Development Group	Participant	4
Equal Opportunities Workshops	Participant	4
ETL workshop June 05	na	4
SEDA conferences	na	4
FSEDA CPD	na	4
David Baume on assessment (at Keele)	na	4
James Wisdom on module design (at Keele)	na	4

Current professional development

HESDA/Leadership Foundation conferences	Delegate	4
Introduction to HE (HESDA/LF programme)	Trainer	4
Regional staff development meetings	Participant	4
Recruitment and selection	No	4
1994 Group Heads of Department programme, April 2004	Yes	4
1994 Group Heads of Department programme, April 2005	Yes	4
Eastern Region Forum (five meetings in last two years)	No	4
Hesda Conference (Waltham Abbey) 2003	Participant	4
UCISA ECDL Exhibition (Birmingham) 2004	Participant	4
Leadership Foundation Conference (Glasgow) 2004	Participant	4
Southern Universities Administrative Development Programme planning group meetings	Planner and assisted trainer on one module	4
Regional meetings with other SDers	Facilitated the meetings	4
Presentation Skills	na	4
UK Post-16 Challenge conference on the establishment of SSC	Delegate	4
Steering Group Meetings for Regional Technician programme	Facilitator	4
Midlands West Staff Developer Group	Member	4
Organisation Development Group	Member	4
Staff Development Conference	Member	4
Succession Planning Group (run by Leadership Foundation)	Member	4
Individually organised network meetings	Member	4
Equality legislation and Drama for Training	No	4
L&T subcommittee (SRA & PDQ)	Yes	4
Framework in Engineering (ALI)	As Associate Inspector	4
Equal opportunities and relevance to Training providers – by ALI	As above	4
Inspecting Adult Community Learning – by ALI	As above	4
Chair of IT Training Task Group meetings	Yes	4
Enabling E Learning in HE course	Participant	4
Various software workshops	Participant	4
MSDP – Emotional Intelligence	No	4
Meeting regarding technician training	No	4
Northern Region CIPD Group	Na	4
NESD	Na	4
Midlands Staff Development Partnership meeting	No	4
Midland West Staff Development Group meetings	No	4
CIPD events and regional meetings	No	4
Several CIPD branch events throughout the year both as a participant and organiser	na	4
Away days on HR topics	Organiser and attendee	4
Head of E-Learning Forum (meets three times a year)	na	4
Strathclyde Uni e-Literacy conference	No	4
ALT conference	No	4
Trainer training (in-house)	No	4
Several one day or half day learning technology events	No	4
M25 IT Trainers group (JISCMail)	Yes	4
Socratic dialogue	Delegate	4
SRHE events, BBSRC and other research Council events, Centre for Recording Achievement events	No	4
Organised a Facilitation Skills days for local (Canterbury) SD staff	Organiser	4
Organised a facilitated Action Learning Set for Canterbury developers	Organiser	4
local in house development meetings	Sometimes	4
Organisational Development Group member - LF	No	4
Welsh HE SD Network (Chair) – quarterly meetings	Yes	4
Middle Management Programme (in-house)	No	4
Training the IT Trainer session delivered as a bespoke session at my request, to Subject Librarians and Library Helpdesk and IT Helpdesk	No, trainee	4

Current professional development

staff by the Centre for Staff and Educational Development		
Training session on finding legal cases and statutes using printed legal resources, for Library Helpdesk staff	Trainer	4 – its usefulness to me
Regular weekly lunchtime drop-in sessions for staff and research postgraduates on using the Library's e-resources portal MetaLib	Trainer	4
Teaching regular slot in the Centre for Staff and Educational Development's Postgraduate Skills Programme for research postgraduates	Trainer	4 – useful for strengthening links with CSED
Delivering session at University's Introductory Staff Conference, for new members of staff	Trainer	4
(July 04) 'Fountains in the sand' SURATC residential course	Yes	4
MDSPC Meetings (Scottish Staff Developers Meeting)	na	4
LF Change Management Workshop	na	4
Consultation on HE Academy Professional Standards Devpt	na	4
Training delivery	Student	4
Regional Staff Developers Meeting	No	4
Induction to UCL	na	4
SDTU team meetings	na	4
Network with other developers	na	4
SEDA Conference November 2003	No	4
Regional Network of those in similar roles	Coordinator	4
Regional Action Learning Set	Facilitator	4
Introduction to the educational programme my mentee was undertaking	na	4
Introduction to Dreamweaver MX 2004	Participant	4
Understanding Teams	Participant	4
Belbin e-interplace and Team Role Accreditation	Participant	4
Leadership Foundation Conference November 2004	Participant	4
National SD conf (HESDA/LF)	na	4
MSDP meetings	na	4
ERF meetings	na	4
94 Group meetings	na	4
HESDA/LF Conference	na	4
Business Planning training	No	4
Strategic planning training	No	4
SEDA summer school	No	4
GEES Diversity conference	No	4
Personal Development and Review Workshop	No	4
Recruitment and Selection Workshop	No	4
Steering Group. Retention research project. Buckinghamshire Chilterns University College	Yes	4
Internal evaluator for the FDTL5 project: <i>Enhancing graduate employability</i>	Yes	4
Internal evaluator for the FDTL5 project: <i>Engaging students with assessment feedback</i>	Yes	4
Steering group member, FDTL5 project: <i>Towards inclusive assessment</i>	Yes	4
29.10.03 Introduction to e-learning, Warwick	Presenter	4
26.11.03 PALATINE workshop videoconferencing, Warwick	Leader	4
4.2.04 E-learning workshop, Warwick	Presenter	4
10.3.04 Internet search strategies, Warwick	Presenter	4
16.3.04 Designing the Curriculum, Warwick	Presenter	4
5.5.04 VLEs in Performing Arts, Liverpool Hope	Presenter	4
13.5.04 Royal College of Music Grove Forum	Presenter	4
23.6.04 Technology in performing art workshop, New College Notts.	Presenter	4
14.1.05 stress management	Attendee	4
25.1.05 managing projects seminar	Presenter	4
2.3.05 Internet search strategies, Warwick	Presenter	4

Current professional development

10.3.04 Internet search strategies, Warwick	Presenter	4
17.3.05 stress management	Attendee	4
8.5.05 UpStage walkthrough, virtual seminar	Attendee	4
South East Staff Developers Regional Group meetings	Participant	4
SEDA Conference	na	4
Beyond Distance Conference	na	4
HEA Academy Conference	na	4
LFHE Conference (national)	Helped plan/induct	4
North East Staff Dev Network – meetings and events	Participant and networker; regional rep	4
Principal Lecturer/Management Support Staff Focus Group	Convenor	4
MSDP – 2/3 times a year meetings	Meeting participant	4
AUA conference – Spring 05	Workshop facilitator	4
Midlands Staff Development Partnership	Group member	4
LSDA network	na	4
NASD (now defunct)	na	4
eQuIP	na	4
Universities Scotland management and professional development sub-committee 9three times per year)	na	4
HERD conference London	na	4
Diversity seminar Universities Scotland	na	4
HESDA staff development conference	na	4
Leadership and management develops conference (LF)	na	4
Opening Doors conference	Trainer	4
Conference (several: approx: 6)	Workshop facilitator	4
Course participant	Student	4
Project planning	na	4
Web page design	na	4
E learning design (forums)	na	4
S.E. Staff Developers Forum	No	4
Staff Development Liaison Group (within institute)	Yes - chair	4
Mentoring	No	4
London Staff Developers Group	No	4
Joint meetings with colleagues at Kingston, RHUL	No	4
HE Academy (various)	na	4
SEDA Conferences x 2	Yes	4
SEDA Fellowship support & PDR events/meetings x 4	Yes	4
MSDP Acted as secretary and then as group member for the last two years, attend two meetings per annum	na	4
London University Regional Network	na	4
Mediation Course	No	4
HESDA Conference	No	4
HESDA conference	Yes	4
East Region Staff Developers forum	No	4
HERA competencies project	Participant	4
HESDA conference, several	Both	4
LF conferences	Participant	4
Speed Reading	Participant	4
Action Learning Sets (DALEK Project)	Participant	4
MSDP meetings	Participant	4
Customer First Focus Group	Participant	4
ECDL 2003-04 cohort	Yes	4
ECDL 2004-2005 Cohort	Yes	4
ECDL 2005-06 Cohort	Yes	4
Smartboard Training Sep 2005 -	Yes	4
E-Learning Taster session 10.04	Yes	4
Making e-Learning Happen 05.05	No	4
PRS workshop 09.05	Yes	4
Member of University IT Training Task Group	Yes	4

Current professional development

Member of University e-Learning & Distance Learning Enhancement Group	Yes	4
Member of University e-Learning Staff Development Sub-Group	Yes	4
Member of University Technology sub-Group	Yes	4
Member of University Research Network Group	Yes	4
Member of University ELP Staff Development Group	Yes	4
UKGrad school tutor training workshop	No	4
Fountains in the Sand	Yes	4
Staff Developers Annual Conference (Pre Glasgow)	Participant	3
East Regional Forum	Participant	3
SURATC and its steering group	Participant	3
London Staff Developers Meetings	Participant	3
LF Conference	Participant	3
Accessible teaching, learning and assessment	Participant	3
Blended learning	Participant	3
Universities Scotland Middle Management Development	Facilitator	3
Coaching and mentoring	Participant	3
Local Enhancement Network	na	3
Various conferences on L7T	na	3
Attendance at internal legal briefings	Participant	3
Attendance at 1994 Group Meetings and Modules	Developer	3
Research Supervision Training	Participant	3
Developing Senior Managers Strategically (HESDA)	Participant	3
Numerous sector events: conferences, working parties, forums.04/05	Participant	3
HELF meetings	na	3
Running appraisals	No	3
HESDA Leadership and Management Development Conference, April 2004 and National Conference, Nov 2004	No	3
Southern Universities Training Consortium (three meetings in last two yrs)	No	3
Appraiser Training	Participant	3
SW regional SD meetings (they hardly ever happen but I did go to one)	na	3
Personal Effectiveness and Career Development	na	3
'Supporting staff with Dyslexia'	na	3
SEDA pre-conference workshop	No	3
Management & professional development subcommittee meetings (network of staff developers in HE in Scotland)	Meeting participant	3
Meeting re: HE Academy consultation	As above	3
CIPD events	Member	3
HEEON	Yes (Facilitator)	3
Disability Forum (Loughborough) – meeting	Yes	3
Race Equality Forum (Loughborough – Group)	Yes	3
Data Management Project member	Yes	3
Internal training events, e.g. Interview skills	na	3
HEFCE training meetings	Attendee	3
SEDA	na	3
Staff Developers Conference (one a year)	No	3
Introduction to mentoring	No	3
HESDA conference at Waltham Abbey (nr home if needed back) in 2003	No	3
Regional training day on Action Learning sets	No	3
HESDA /LF conference 2004	Ran one wkshop	3
London developers Network	na	3
LF Annual Conference	No	3
Teaching law information skills using VLEs session organized by LTSN and BIALL	No, trainee	3
Introduction to Higher Education – Oxford	No	3
Developing and structuring courses	No	3

Current professional development

Cultural workshop	na	3
Sampling to PI's course	na	3
SDTU team day	na	3
Equality awareness	na	3
Trainers forum	na	3
Heads of Dept	na	3
HEA/SEDA Employability event (Feb 2004)	Facilitator	3
Various in-house Staff Development sessions	No	3
York St John Conference on Learning and teaching	No	3
In Project Manager role, attended various local, regional and national events on lifelong learning and basic skills e.g. Adult Learner Week events, Learning and Skills Council updates etc.	No	3 Very good networking opportunities.
Regional Action Learning Set	Member of project team	3
UKGrad Tutor Training	Participant	3
The Emotionally Intelligent Manager	Participant	3
Alt C conference	N	3
UWIC learning and teaching conference	N	3
UWN Learning and teaching conference	Y	3
Action Learning Sets Training	No	3
London Developers' Group	na	3
Communication Workshop	No	3
Architects Registration Board, London. Presentation <i>Criterion-referenced assessment</i>	Yes	3
University of Middlesex. 5 th Annual Learning and Teaching Conference. Keynote <i>Assessment: putting theory in to practice</i>	Yes	3
Uppsala University, Sweden. Two half-day workshops. <i>Student assessment; Teaching more students: problems and strategies</i>	Yes	3
Norwegian University of Science & Technology, Trondheim One day workshop <i>Assessing students</i>	Yes	3
HEDG meetings	Yes	3
Oxford University Institute for the Advancement of University Learning seminars	Yes	3
Dublin Institute of Technology, Ireland. External examiner for PG courses in Learning and Teaching in HE	Yes	3
Leadership Foundation conference	No	3
SURATC Dealing with Conflict course	No	3
UKCOSA Cultural Awareness training course	No	3
23.9.03 Arts Humanities Data Service workshop	Attendee	3
3-4.11.05 TQEF workshop	Facilitator	3
9.6.04 e-tivities workshop, Warwick	Presenter	3
9.11.04 RSC at Central School Speech and Drama workshop	Presenter	3
11.11.04 TechDis consultation, Leeds	Attendee	3
24.11.04 Learning Lab seminar	Attendee	3
1.3.05 redesigning the curriculum workshop	Presenter	3
25.5.05 RSC workshop at Royal College of Music	Presenter	3
EDEN Conference	na	3
ALT-C	na	3
SELF Workshops	na	3
LF SD Forum events & meetings	Member	3
Regional CPD network for Knowledge Transfer Professionals	Networker	3 (for Univ not for me)
Midlands West Staff Development Partnership	Group member	3
Resourcelink Training Module Special Interest Group (SIG)	Group member	3
Managing and leading technical teams (HESDA)	Trainer	3
Action Learning Set for Staff Developers	No	3
Train the Trainer	No	3
HEDG	na	3
HESDA Staff Developer Conference Cardiff Nov 2003	na	3
HERA	Delegate	3

Current professional development

Regional Staff development Forum	na	3
LFHE conference	na	3
E-learning conference – Eastern Region	na	3
Participation in Cambridge Conference on management and leadership in HE	na	3
Excellence Model Training	na	3
Leadership Foundation Staff Development Conference 2005	na	3
Taking the E out of E-learning 2004	na	3
UCEA	No	3
Project Management	Participant	3
Leadership Foundation Conference	Participant	3
Retention Conference	Participant	3
Focus on Performance sessions	Participant	3
Train The Trainer	No	3
Presentation Skills	No	3
ALT-C Sep 2003	No	3
Peer Assisted Learning 05.04	No	3
ALT-C Sep 2004	No	3
Visits to other institutions to evaluate online training materials	No	3
Skills for learning 10.04	No	3
BCS ECDL Forum 05.05	No	3
Educational Media Development at Athabasca University 05.05	Yes	3
ALT-C Sep 2005	No	3
Member of University Teaching Innovations Grants Sub Committee	Yes	3
Chair of University Publications Group	Yes	3
LF Conference Bristol	No	3
Developing HE Managers strategically	Participant	2
HESDA/LF Managing Your Technical Team	Trainer	2
HESDA Masterclass for staff developers	Participant	2
Loads of other institutions one-day LTA conferences - usually as keynote	Keynote and Participant	2
LFHE conference, Glasgow 2004	na	2
'HE Role Analysis workshop'	na	2
'Respect for People Pilot'	na	2
Listening Skills for harassment panel	Yes	2
Organisational Development in HE group meetings	Member of group	2
HEA	na	2
LF Management Development 2 day event in Manchester, March 2004	No	2
LF Leadership Conference Cass Business School	na	2
Developing Competency Frameworks	No	2
Post Graduate Certificate in Learning and Teaching	Yes	2
HR Policy cttee	na	2
Regional Action Learning Set	Participant	2
HE academy welsh regional forum	N	2
HERA Conference	No	2
HEA	na	2
HEFCE diversity conference	No	2
Motivation workshop	No	2
Induction Workshop	No	2
University of Wales, Cardiff. One day workshop <i>Lecturing skills</i>	Yes	2
University of Leeds. Half-day seminar <i>Assessment: lightening the load and increasing the learning</i>	Yes	2
University of Cranfield. One day workshop <i>Assessment principles and practice</i>	Yes	2
University of Bournemouth. One day workshop <i>Assessing students</i>	Yes	2
University of Wales, Cardiff. One day workshop <i>Assessing students</i>	Yes	2
UEA. One day workshop <i>Assessment: lightening the load and increasing the learning</i>	Yes	2
Leadership Foundation evaluation of good practice	No	2

Current professional development

12.5.04 Warwick elearning award workshop	Presenter	2
6-7.7.04 JISC joint programme meeting	Attendee	2
14.10.04 Learning Lab seminar	Attendee	2
16.2.05 small group teaching seminar	Presenter	2
22-23.3.05 JISC joint programme meeting	Attendee	2
12.4.05 e-learning orientation seminar	Presenter	2
6.5.05 large group teaching	Presenter	2
18.5.05 Warwick elarning award workshop	Attendee	2
7.6.05 Warwick elarning award workshop	Attendee	2
Attended several seminars organised by the Leadership Foundation	No	2
AUA Conference 2004	Trainer	2
AUA Conference 2005	Trainer	2
SEDA conference Autumn 04	Participant	2
HESDA annual meeting (two years ago)	In part	2
HEFCE events on R&D funding x 2	No	2
SEDA Conference Birmingham May 2005	na	2
Leadership Foundation Staff Development Conference	No	2
Staff Developers Annual Conference (Glasgow)	Participant	1
SEDA Conference in Cardiff	Presenting	1
Widening Participation 1 day conference Dec 04	Participant	1
Regional meeting for ILT	Presenting	1
Assessment enhancement series, Scotland	Keynote and Participant	1
Hera training programme	No	1
1994 Group Senior Management training	Yes	1
HESDA conference	No	1
Developing Leadership in He	na	1
23.9.04 Teaching Certificate workshop, Assessment	Facilitator	1
Talent Management (MSDP)	No	1
SEDA Conference Birmingham Nov	No	1
HESDA / LF Conf and workshops	na	na
Midlands Staff Development Partnership - Relaxation Techniques	Yes	na
2 AUA annual conferences	Yes	na
SURATC – Performance Mgt	Facilitator	Got good reviews
Have organised and hosted several regional sd events (SURATC)	Organiser	na
Regional Developers Group	na	na
I tend to avoid events organised by the sector for the sector as they have little challenge.	na	na
University of Leeds Learning and Teaching Conference January 2004	Organiser	N/A as was organiser
University of Leeds Learning and Teaching Conference December 2004	Organiser	N/A as was organiser
Going to the Staff Development Conference for first time in November	na	
A number of Leadership Foundation events Have only been in role for 6 months, so no others as yet	na	na
HESDA	na	na
SEDA Fellowships committee	na	na
SEDA Papers committee	na	na
QAA audit	na	na
Using Feedback, Coaching and Mentoring courses	na	na
Voice ad Performance course	na	na
Problem Solving course	na	na
Business Writing Skills	na	na
Broad based IT training	A major part of my role	na
Training data for technicians at York University	Facilitator	na
LF Top Manager Programme	Trainer	na

*All data is shown as given on the response to the questionnaire.
Where no detail was given 'na' has been entered in the table.*

3.2 Other than HE staff and/or educational development group organised meetings, courses, workshops or other events

A total of 158 attendances over the last two years were reported. A summary of the 'usefulness' ratings, on a scale of 1-5 (5 being most useful) follows. Percentages are calculated on the number of replies which provided a rating and not on the total number of events reported.

- 5 n=50 (33%)
- 4 n=52 (35%)
- 3 n=33 (22%)
- 2 n=14 (9%)
- 1 n=1 (1%)

In full:

Event	Part/Developer?	Rating
MBTI	Participant	5
Investors in People Internal reviewer training and updating for the new standard	Participant	5
Carrying out the Internal review and leading the team	Developer	5
Web CT Training	Participant	5
Sensory impairment awareness training	Participant	5
Belbin Training	Participant	5
Mentor/coach training by Scottish Leadership Foundations	Participant	5
FSEDA CPD requirements	na	5
South East Developers Forum	No - Networking	5
Learning the Habit of Innovation Conference, July 2004 (a HEFCE GMP- funded project)	Yes	5
Creativity European Association (CREA) Conference 2005	Participant	5
Informatology network of public sector development/ HR staff	na	5
Oxford Psychologists Press development programmes	na	5
Ashridge Management College development programmes and networks	na	5
Personal network of HR and Finance Directors outside HE	na	5
'How competent is your manager?' IIP event	na	5
Variety in Chemistry Education	Yes	5
Investors in People workshops	Participant	5
Attendance at External Training event, supporting the needs of the staff development co-ordinator	External Event	5
Individually organised network meetings	Member	5
Portsmouth University – as above	No	5
Institution of Occupational Safety and Health	Yes	5
Ashridge Influencing Strategies & Skills	No	5
SEEC Key Skills and PDP Network Meeting	No	5
external coach	No	5
(Jan 03) 'Good Practice Workshop' UKGRAD Programme, Loughborough	Yes	5
Consultancy and Change in Organisations - Ashridge	na	5
UKGRAD Residential	Mentor	5
FDTL4 Profile project workshop	Participant	5
British Council Programme	Facilitator	5
CREA (Creativity Association Europe) Conference, Italy	Delegate	5
Collaboration Conference, Annapolis, US	Seminar presenter	5
Transformational Leadership BPS master class	No	5
Personal Leadership Programme	No	5
Women in Management - monthly sessions	Facilitator and participant	5

Current professional development

Legislation briefings from Solicitors – Race, disability, gender, age etc	na	5
Commission for racial equality conference	na	5
Annual legal update	na	5
School governance courses(very relevant to my strategic role as a training manager)	na	5
NLP Intro Programme \$ days (at weekends!!) July/Sep 2005	na	5
Training to be an Assessment Centre Observer	No	5
Level B	No	5
Training in “Philosophy in Practice”	na	5
Myers Briggs training	na	5
Various IIP Updates	na	5
In house Management Development Programme	na	5
Coaching Workshop	na	5
MRES/PHD Course	Participant	5
EDAMBA Doctoral Conference	Participant	5
Mytrodrama	No	5
MSC in Organisational Development	Participant	4
BPS Level A and B – Psychometric testing	Participant	4
Coaching for Performance	Participant	4
Drama in Learning	Developer	4
Diversity legislation workshop	Participant	4
Leading in Challenging Times - Shackleton's Way	Participant	4
Web authoring course	Participant	4
HEA Conference	Participant	4
CIPD Legal Briefings	Participant	4
CRE HE Forum 99-05	Member	4
Wivenhoe/St Andrews, United Solutions, Problem Solving Group.	Member	4
SEDA Committees – Educational Developments, PDF	y	4
European Variety in Chemistry Education	Yes	4
European Chemistry Thematic Network (x2)	Yes	4
HR courses: e.g. Employment law update, Investigation training	Participant	4
CIPD Public Service Forum on Basic Skills	Participant	4
Cabinet Office seminar for Civil Service on Basic Skills	Contributor	4
Advanced Facilitation Skills course	Member	4
NE Preparing for Strategic Leadership	na	4
CIPD annual Coaching Conference	No	4
Several CIPD branch events throughout the year both as a participant and organiser	Organiser and deliverer	4
CIPD Scottish Annual Conference	No	4
Computer-Aided Assessment Conference, Loughborough	na	4
Standing Conference on Academic Practice, Warwick	na	4
IIP Internal reviewer updating	No	4
external courses	No	4
ILM Exec Coaching accred course	na	4
(Jan 05) GRADUK Roberts’ Policy Forum, Rugby	No	4
(Jan 04) GRADUK Conference, Manchester	No	4
Employment Law updates	na	4
Coaching for Organisational Consultants - Ashridge	na	4
Self Managed Learning Set (as a set member)	No	4
Self Managed Learning Set (as a set facilitator)	Yes	4
HEA/FDTL Science Learning and Teaching Conference (June 2005)	Workshop facilitator	4
HEA Subject Centre Conference (2004 and 2005)	Workshop facilitator	4
All LTSN Bioscience organised events July 2003-July2004	Trainer/Facilitator	4
Drama for Training Demonstration	Participant	4
Presentation Skills Training	No	4
Conversations that make a difference programme	Yes	4

Current professional development

UPA and other employment law seminars (up-dating)	Participant	4
Blackboard National & European Users Conferences	na	4
Local CIPD branch Training Network	Participant	4
Emotional Intelligence	No	4
CIPD events on Career management	na	4
Customer Care conference & meetings x 2	No	4
CIPD Coaching Conference Sept 2005	na	4
Local Chamber of Commerce Business Links (personal membership)	na	4
Private sector training events (Belbin training)	na	4
C & G 7302 Certificate in Delivering Learning	No	4
London Business Forum	No	4
CIPD	na	4
ILM	na	4
Developing Competencies	Participant	3
Towards a confident Scotland conference	Participant	3
Impact leadership conference	Participant	3
Employee volunteering knowledge session	Participant	3
UKCOSA event to launch their student experience survey	Both	3
Skills escalator workshop NSC SHA	Participant	3
Tendering and Colchester ME Partnership (TACMEP) 03-05	Member	3
Tendering and Colchester (Racial incident Panel) RIP Now HCP 02-05	Member	3
Essex, Equality and Diversity Network (EEDN) 05	Member	3
'Communicating with professionalism and diplomacy'	na	3
'Bullying and harassment in the workplace conference'	na	3
European Conference on Research in Chemical Education	Yes	3
ILM updates (Institute of Leadership & management)	Participant	3
Coaching network	Participant	3
Diversity course (e-learning)	na	3
HEFCE training meetings	Attendee	3
Mobile Technology Workshop, Wolverhampton	na	3
Evaluating e-learning one day meeting	No	3
British and Irish Association of Law Librarians' Annual Conference	No, delegate	3
(July 05) GRADSschools Workshop	Yes	3
CIPD events	na	3
Ethics conference	na	3
H&S events e.g. Universities Safety & Health Association Conference and regional meetings etc.	No	3 Very good networking opportunities.
UCISA user services workshop	na	3
SCONUL AGM summer conference	No	3
13-16.9.04 ALT-C, Exeter	Presenter	3
CIPD Wessex Branch Regional Group events	Participant	3
In-house management development events eg project management)	Participant	3
Public Service Academy (regional public sector development network)	Planning/networking	3
Workshop on evaluation of training	No	3
Level A	No	3
Public sector events Public lectures	na	3
Investors in People Conference	Participant	3
Local IPD conference	Participant	3
Managing Conflict	Participant	2
Stress awareness training	Participant	2
Universities Collaboration in E-learning training, Cambridge	na	2
regional development events	No	2
CIPD Networks	No	2

Current professional development

New management standards seminar	No	2
Chamber of Trade	No	2
HEA Supporting New Academic Staff (SNAS) meetings	Contributor	2
University of Leeds Learning and Teaching Conference	Participant	2
The Winning Edge Course, Mancroft Training	Delegate	2
JISC exhibition	no	2
5-7.12.03 Adolphe Appia Conference, Aberystwyth	Presenter	2
Emotional intelligence programme	No	2
ILM Conference 2004	No	2
Qaa workshop on APEL guidelines	N	1
Loads. Sorry, I haven't the time to list them.	na	na
SCONUL and CILIP	na	na
Positively Influencing and Presenting Skills	na	na
Performance Coaching distance learning course	na	na
Learning and Development Conference	na	na
Springboard trainer	Trainee in order to become a trainer	na
Design of pre-retirement course (Focus4change)	na	na
Media training	N	na

*All data is shown as given on the response to the questionnaire.
Where no detail was given 'na' has been entered in the table.*

3.3 Beyond these (events listed in 3.1 and 3.2) how have you gained or undertaken development in support of your work as a developer over the past two years?

The most popular activities undertaken by respondents to support their developer roles are reading (87%), discussion with colleagues (82%) and reflective practice (75%). The most effective, according to the ratings given by the respondents, are discussions with colleagues, face-to-face courses and workshops, and reflective practice.

In full:

Development Activities	Number	Percentage	Ave Rating
Reading	103	87%	3.63
Discussion	99	83%	4.35
Reflective practice	87	73%	4.03
Face to face courses/workshops	54	45%	4.22
Research	52	44%	3.93
On line	39	33%	3.23
Receiving Coaching	25	21%	4.14
Being Mentored	21	18%	4.06
Other	17	14%	3.90

See also chart, p.101

Other comprises:

- 360 degree feedback as part of Ashridge programme.
- Accredited Course.
- Attendance at external meetings. Taking on work projects which broaden my skills.
- Co-facilitating with colleagues.

- Continue to develop through selectively attending events which look likely to add to my knowledge, skills, awareness and understanding.
- Culture shock of coming into HE and finding that there was so little in place with regard to a professional approach to staff development or even an understanding of the potential that staff development has to facilitate change, performance management i.e. its not just about courses or the deficit model of training, the slowness of pace (it takes a long time to get any changes) – this proved to be a challenge in itself. Recruitment of new staff into the centre – refreshes my skills, challenges me and causes me to reflect on what I do and to learn new approaches. Projects and active membership of committees e.g. stress audit, member of health at work group, member of health and safety standing committee, development of equal opportunities programmes etc (all rated 5).
- Discussion with colleagues from other institutions.
- Discussions with those in similar roles in other HEIs.
- Facilitation/delivery of training for another local institution. Useful experience that helped to develop skills as consultant and benchmark practice.
- I developed and ran an on line course with the help of two developer colleagues. HUGELY rich learning experience.
- I instituted regular (monthly) 'practitioner Sessions' for myself and colleagues within the unit to share experiences, problem/issues, possible new materials got on trial, etc etc. By experimenting (in little ways) in existing courses. Running occasional 'pilot' courses to check if an approach works.
- I maintain strong links with professional colleagues within and outside of the sector.
- Learning by doing. Have just tutored a course on-line for the first time.
- Learning by doing; trying our new ideas.
- Meetings with other members of HEDG.
- Not having a mentor within the College, I undertook the MSc Occupational Psychology in order to progress my organizational development practice. I have an academic mentor, and external professional mentors.
- Taking part in an action learning programme at the Univ.
- Visits to and from colleagues in similar roles at other institutions.

3.4 What encourages your development?

The needs of individuals appears to be a stronger developmental driver than the needs of the organisation.

	Number	%
Needs of those you develop	99	83%
Networking with those in a similar role	94	79%
Needs of Organisation	88	74%
Networking within HE generally	67	56%
Professional journals	48	40%
Appraisal	47	39%
CPD requirements of a Professional Body	35	29%
Reviews and similar literature	31	26%
Other	11	9%

See also chart, p.102

Current professional development

Other comprises:

- Being interested and stimulated by new work in areas not previously visited.
- Colleagues (junior).
- Colleagues in other non HE institutions.
- Curiosity.
- Curiosity. My own staff and keeping one step ahead of them!
- Doing things, taking on things and then thinking 'how do I do that?'
- I am supposed to seek out my own development needs.
- I'm very self motivated.
- Membership of a community of practice (DIVERSE).
- Motivation for personal growth; always want to do "better".
- My Manager actively encourages all the Unit's staff to take their personal development seriously.
- My own career development is also a very powerful motivator.
- My own motivation.
- Objectives on projects that require a broader range of skills and expertise than I currently possess.
- Personal interest.
- Positive feedback and the drive to constantly improve.
- SEDA Fellowship; CIPD Fellowship. I do a CPD for my line manager too.
- Self-directed career projection.
- The requirements of specific projects (for example to lead a strategic approach to career management) will determine self development priorities.
- Wanting to find out more for myself.

3.5 Who encourages your development?

	Number	%
You	115	97%
Your manager	73	61%
Colleagues (peers)	50	42%
Other professionals	33	28%
Your clients	28	24%
Colleagues (senior)	19	16%
Mentor	15	13%
Other	6	5%
Coach	6	5%

See also chart, p.102

Other comprises:

- Development opportunities would be wonderful! My role is to develop others, not be developed myself. When I came into this role it was because of my experience profile. Since then, that has been depleted more and more.

- My staff.
- My subordinates. Particularly as professionals in the field of development, I get good value from seeking feedback from them on my development.
- SEDA.
- Husband.
- Team members.
- The staff developers working in the same organization, but in a different department within the university.

3.6 What are your career aspirations for the next 3 – 5 years?

Responses regarding career aspirations are broad and diverse, however, there are some trends which emerge:

- **Leadership** – a significant number of respondents indicate that they would like to develop their leadership and management skills, either to be better at the role they already have, or to enhance their career progression.
- **Staff Development Provision** – there is a clear trend that respondents would like to develop and improve the provision of staff development within their organisation and have both it, and them, acknowledged as key contributors to their institution.
- **Making a difference** – respondents would like to be recognised for making a difference within their organisations.
- **Personal Skills** – some respondents would like to improve their own current skill base, for example in areas such as change management, consultancy, course development.
- **Specialisation** – a number of people talk about developing their own particular specialisms and becoming recognised as experts.
- **Retirement** – a number of respondents are close to retirement

Full responses are:

- About to move into Course Leader role. Ambition is to get to grips with this and do it well – moving away from ICT-related work.
- Academic development – PhD.
- Becoming more strategically focussed.
- Being new to my current role, I am currently delivering training which has been developed by others in my team. I would like to produce and deliver my own training materials.
- Change balance of work from operational to strategic; develop better understanding of organisational development issues.
- Complete PLD and LF research project. Produce future publication.

Current professional development

- Consultancy skills; development of the Centre; Commercial activity of the Centre; raise the profile of staff development within the institution; establish action learning sets within the institution.
- Continue in current role – perhaps expand knowledge in wider HR area – personnel activities.
- Continue in research.
- Continue in T&D.
- Continue in the same/similar role and improve my coaching and facilitation skills.
- Continue to develop in my current role. Complete AFSEDA. Opportunities for external 'consultancy'. Keep my options open.
- Continue to develop skills and the influence of the function. Continue to seek opportunities to keep a broad range of skills up to date. I would like to increase my performance further, depending on organisational resources available I would be keen to seek coaching (also action learning) – I think that would be the development option which would give me most leverage in my development at this time.
- Continue to expand and develop service. Embed ECDL as a benchmark requirement for University Staff. Continue to be proactive and innovative in developing staff development programmes and resources.
- continue to learn new skills and to move into emerging technologies and ways of doing things creatively.
- Continue to specialise, in areas of leadership and organisational development.
- Develop as a leader of a small team; Expanding portfolio of courses offered to include soft skills.
- Develop as a leader; develop faculty role and strategy, continue national curriculum and workforce aspects of roles other than development role.
- Develop current role, develop staff development skills e.g. coaching/mentoring, maintain H&S CPD requirements and up-to-date technical knowledge as far as possible – may come in handy later on.
- Develop further in this area (management development in HE).
- Develop in a (people or and/or programme) management role.
- Develop scholarly activity / research output.
- Difficult to say at present - depends if when my current secondment ends that I get one of the new posts being created; then I can continue the work as an Academic Staff Developer. I am a specialist already - want to continue to expand the areas within science in which I work, as we as a University continue to diversify in our science programmes.
- Don't know.
- Don't know.
- External facilitation.
- Further development within IT Service Management.
- Heading for retirement with the highest possible salary; not being overworked.
- I aim to retire within the next 5 years.
- I am 64. I will have to think about this question. Maybe I will offer to act as a training consultant; this I can continue until I start to dribble.

Current professional development

- I am already in a management role with a wide range of responsibilities. I would like to improve my leadership skills.
- I do not intend to be at the University in 5 years time.
- I have joined the institutional Leadership Programme. I would like to submit some articles for publication in journals. To develop a more strategic approach to staff development within the institution. To further develop my coaching and mentoring skills and to develop others as coach-mentors following my MA in coaching and mentoring in line with other institutional policies.
- I may be running my own programme (Foundation Degree) as Course Director - this is a new role for me which will take up a significant amount of my time. However, I am also interested in developing the use of our Innovation Lab. and would like to run my own project related to some aspect of this if I have the time, which would mean learning how to write bids etc.
- I retire in 3 years time but I believe that I will be doing more mentoring during that time.
- I want to continue to specialise in IT training, and teach others IT training skills. Develop coaching skills, taking courses in performance coaching and life coaching. Evaluation of training impact. Wish to progress to a leadership role with greater influence at senior or board level.
- I want to continue to specialise in Management and Organisational Development and offering an internal consultancy service. I would like the opportunity to work on collaborative projects either within the H.E. Sector or with regional business.
- I want to move more into being a manager and leaving my staff to do the hands-on work. I certainly don't want to do any more delivery of SD. I also enjoy the other HR areas of my job and don't want to be pigeon-holed as just a staff developer.
- I will be retiring within that period so my aspiration is simply to take advantage of all available opportunities to continue doing the best job I can! I will clearly need to continue learning and to be alert to developments in order to achieve my aspiration, but given my 'career' stage and concern for 'doing the job' on the ground haven't answered Section 4.
- I wish to undertake a more prominent role working with the senior management team to move forward more strategic agendas, and to delegate more of the operational elements of my role.
- I would like to develop in conjunction with others an IT skills test for all new starters within the HE establishment related to their post, so that more specific training courses could be developed, which would be of greater benefit both to the organisation and the individual.
- I would like to be recognised by being given the title Director.
- I would like to continue to develop the training and support role into a full time position as I only undertake this work on a part time basis.
- I would like to continue working in postgraduate skills or possibly in academic practice.
- I would like to develop as a leader. I would like to take on the leading of Equalities Training in HE and influence others in the sector. This is not just for Race but all aspects of diversity.
- I would like to lead a team in next 3 – 5 years designing some excellent interactive material for e-learning.

Current professional development

- I'm in the "top job", in Staff Development. In my particular University the only way up is out!
- I'd like to take on some more responsibility and attain a higher graded post. I want to do more non-IT work (IT training can be like a treadmill) and more collaborative work with colleagues. I don't always feel I'm reaching my potential, but I don't really know which direction to go in.
- Internally some specific aspects to improve practices and procedures like production of SLA's. Developing the staff development function within the University in terms of service improvements etc. Maintain my own CPD and challenge myself intellectually through conferences and activities like examiner role etc. Develop my golf prowess and maintain my own personal fitness. But quite honestly in the longer term my aspiration is to retire early and enjoy life more.
- Leave HE – go independent.
- Make a success of the CETL and become a Professor.
- Move away from e-learning into educational/policy development.
- Move into an organisational development role in a large organisation as I want to do only 30% client facing work.
- Move to a more senior and managerial role.
- New projects and succession planning for MY leadership role.
- Not entirely clear, but more OD-related than direct delivery related (although I would always want to retain an element of the latter because I enjoy it and because it is demanding to do. The skills it develops are those that I use in other contexts). I would like to do more work within the sector because this provides useful external stimulus to the role I perform here.
- Possibly to move to a completely different area of work in the next 3 to 4 years, as my children become more self-sufficient and I feel freer to break out of my current (very convenient domestically) arrangements. If I were to stay in the development field, I would probably stay here and try to develop the role and build up the team. At present I am rather frustrated by having only my own .7 fte input, plus an SD Adviser (.5 fte) as the professional input to central sd. There are many other things we could achieve but we need more time.
- Probably develop as leader.
- Promotion to senior management role.
- Retirement beckons in 6 years more or less.
- Return to a generalist HR role at a Head of Department level.
- Return to greater SD/OD role after interim period 'away'. Become acknowledged within HEI as a key contributor, both personally and functionally, to strategic achievements. Grow personal reputation and profile nationally within the sector.
- Since I have only been in post for one year following what was a mid-life career change I realise the need to consolidate for a couple of years. My aspiration is to continue to demonstrate to participants and the university the value of laughter to learning and to maximise the 'Wow' factor within staff development.
- Specialisation on training needs for academic electronic resource creation, develop as leader.
- Specialise in area of collaborative learning using shared virtual environments i.e. become an 'expert' in something, mainly through work on PhD. Develop project management expertise and offer this as a staff development programme. Reduce

classroom teaching support. Further role as consultant and workshop leader for external organisations.

- To have greater strategic impact and influence.
- To accept that my prospects of advancement are zero.
- To be able to produce accurate reporting of training effectiveness.
- To be acknowledged as making a difference.
- To be more involved in the design, development and delivery of distance learning programmes.
- To be recognised as an expert in applying change management techniques to practical situations. To develop capability as a coach to a point where I am recognised as “professionally proficient”.
- to become an accomplished staff developer & project manager in this field.
- To both specialise as institutional priorities dictate, and gain broader control over all staff development functions.
- To consolidate my organisational development role and my team leadership role. To extend my coaching remit.
- To continue in a similar role but also possible looking for new opportunities for a wider role.
- To continue in similar split role - ie. part development and part Personnel policy.
- To continue to be interested in what I do.
- To continue to broaden my experience and networking (both internally and externally) in the area of general personnel management and staff development.
- To continue to develop personal skills.
- To continue to develop the service I offer via the SDU to ensure we are as professional and useful as we possibly can be.
- To continue to improve in my field of expertise and to share with others to help spread best practice.
- To continue to learn ‘the job’, to specialise in management development and internal consultancy work and relinquish much of the drudgery of the generalist role. To assist the new incoming HR Director to create a more customer-focussed and efficient, well-motivated and trained HR dept which is more strategic and ‘allowed at the table’. At the end of next 3 years to be in a position to decide if I wish to go for a Head of SD role.
- To continue to provide focussed, useful and appreciated staff development vents for H.E. staff. To raise the profile of training and development within the organisation.
- To continue to specialise.
- To continue to specialise and broaden repertoire of skills both topic area, and general management and delivery skills.
- To continue to specialise and return to consulting.
- To continue to specialise and to expand my knowledge in my own specialist area, and then take on a role of more responsibility.
- To continue undertaking some IT training. To undertake more of an administrative role.

Current professional development

- To continue with developing present role (but possibly work part time).
- To deliver more accredited modules of training.
- To develop and progress my career in the field of Organisational Development.
- To develop as a Learning Technologist, one who is expert in VLE (WebCT) and to develop my leadership qualities so that I can achieve promotion through progression.
- To develop further as a leader.
- To develop further as a leader.
- To develop further opportunities to incorporate staff development and training into my role as a Subject Librarian. To continue to develop links with staff developers working in the Centre for Staff and Educational Development within my university. To raise the profile of staff training and development in my Library and persuade the senior managers of its importance and the benefits it could bring the Library in terms of staff recruitment, motivation and retention. Target is to become the Library's Staff Training and Development co-ordinator as there is no member of staff with this remit. To develop further my proactively-created role as user education co-ordinator and to encourage other Subject Librarians and Helpdesk colleagues to develop their teaching skills and reflect on their practice to raise the standards of sessions offered to students and staff.
- To develop knowledge to improve teambuilding courses.
- To develop my own management and leadership skills, operating also more strategically influencing policy at higher [levels].
- To develop my portfolio of courses I deliver.
- To develop my unit.
- To explore and develop the potential for the blended application of e-learning to Support Staff roles. To widen the participation in SDT of the community immediately external to the institutions – crack one of the SDT “holy grails” – to get SMEs to train their staff.
- To further develop provision here and maybe expand interests into broader organisational leadership.
- To increase my knowledge base further in the area of Management Development.
- To initiate focus groups in order to help identify particular staff's development needs.
- To keep a job!
- To make a real difference within the organisation.
- To make this unit more effective and pass it on when I retire!!
- To move from the design and delivery of legislative training and briefing sessions to more individual staff focused development driven training sessions.
- to obtain a formal qualification as a trainer or teacher.
- To reach retirement fit enough to enjoy it!
- To regain more HR generalist skills; to develop as a leader/manager; to develop more training expertise in specific areas.
- To remain in a generalist role but with some specialism in training and OD.
- To retire.
- To share my workload and responsibilities with my new colleague and as a consequence have the opportunity to revamp the training we provide.

Current professional development

- To support implementation of pay modernisation framework and contribution review scheme.
- To survive and retire!
- When I retire in 2.5 years time... to leave a happy, smooth running staff dev team that is amongst the best in the UK and knows how to retain that position.
- Would like to move to a larger organisation BUT with a wide remit [as present] More flexibility to work off site (at home). Opportunity to use more of my skills as a coach / mentor. Basically a higher managerial role.

SECTION 4: ABOUT YOUR DEVELOPMENT NEEDS

What further support and development do you need in your developer role?

4.1 In order to progress or maintain your developer role what skills do you feel you would need to focus on for your own development?

Skills	Number	%
Management Skills	60	50%
Coaching	63	53%
Delivery Skills	49	41%
Training Evaluation	39	33%
TNA	37	31%
Other (see below)	28	24%
Assessing	7	6%

See also chart, p.103

Other

The main additional items mentioned were:

- Organisational Development and Strategy.
- Influencing people.
- Management and leadership.
- Facilitation Skills – advanced.
- Consultancy.
- Coaching.
- Project management.

In full:

- A wider range of facilitation skills.
- Academic reading and writing.
- Academic research, writing and publishing skills.
- Awareness of University structures and processes.
- Being able to apply everything I have learnt and use my skills to their fullest potential, rather than being put into a particular role which I find limiting.
- Blended learning; e-learning, using technology in teaching, Mediation, conflict management, Management expertise.
- Consultancy skills; coaching – formal qualification; high level facilitation skills.
- e-learning development understanding, skills and techniques.
- Enhanced project management skills – always trying to spin too many plates at the one time. Enhanced self-management skills eg personal organisation and time management; prioritising. Advanced facilitation (a means of reviewing, refreshing and benchmarking my skills). I don't think a training event exists to meet my other OD-related needs, but these could be assisted by means of networking, being mentored and coached (although I don't think there is anyone within this organisation who would could take on that role).
- Executive leadership/management skills.

- Facilitating sessions for most senior managers (i.e. – above Head of School). Influencing & persuading.
- Facilitator skills (i.e. for action learning sets).
- Further experience of coaching at senior level.
- High level challenging development to enhance my (staff development's) strategic influence and impact. I believe this should be provided by a provider external to HE with an international reputation. The above points seem to illustrate a level of [missing word] that many of us are well beyond, which confirms my view that external provision is a more useful option.
- I'm not sure, but I think possibly a bit of all the above rather than a lot of any one. I find it extremely difficult to focus on my own development while working on the development of others!
- Impact evaluation.
- Increase knowledge of other psychometrics.
- Influencing others. Clarifying and enhancing the link between staff development and organisational development. Keeping up-to-date on new developments/initiatives.
- Influencing Senior People; Blended learning developments; Organisational development; Multi-cultural and diversity issues; Management Skills – enhancement.
- Innovative and creative facilitation techniques, encouraging participation etc.
- Internal and external consultancy.
- Internal consultant, thinking in more strategic ways.
- Keeping up to date with occupational psychology e.g. positive psychology etc.
- Leadership skills.
- Leadership skills (not 'management' skills), for example influencing skills.
- MA (Law) from September 2005.
- MBTI training. Certificated Coach.
- More effective project management. A better understanding of Appreciative Inquiry and how to build it into the workshops I design and run as well as how else to use it in the organisation.
- More on effective communication skills to enhance interaction with academics. I would also like to develop skills to be an effective mediator – this will be very useful in the kind of work I do.
- None of these applicable as a focus for my own development specifically. These are all areas that I am required by the CIPD to demonstrate continuous update of knowledge/ skills, to maintain my chartered status (apart from NVQ area). I continue to develop strategic organizational development skills and knowledge via BPS and academic study.
- None, as my main interest is solely with the management of the training officer and other trainers within my team and the overall policies on what the ICT department train.
- OD skills and organisational behaviour skills.
- Organisational and policy development skills.
- Project management, budget management.

Professional development needs

- Psychometric tests.
- Public speaking – not presentation skills, but more on the delivery and voice-coaching side.
- Raising profile within institution.
- Really want to learn more about all of the above. I have only ever learnt to do what I do by watching others and using my own judgement. So far this has taken me far and I am doing well, but in order to progress I feel I need more knowledge in all the above and appropriate formal qualifications. I also wish to continue to specialise in IT and will need training in appropriate software to an advanced level.
- Research skills.
- Research skills. Presentation skills using latest technology. IT skills re relevant packages.
- Specific skills such as NLP.
- Time management (my own!) possibly needs revisiting; and filing skills.
- To take a more strategic approach to organisational development.
- Would like to gain the CIPD qualification.

4.2 In which parts or aspects of your current or likely work as a developer do you want or need further development?

Development in the area of *Organisational Development* is most frequently mentioned, significantly ahead of other aspects of work.

Aspects of work for further development	Number	%
Organisational Development	34	29%
Influencing and negotiating	9	8%
Equal Opportunities, Diversity, Disability	8	7%
Information technology, e-learning, blended learning	8	7%
Coaching and Mentoring	5	4%
Strategic Role/Leadership	5	4%
Facilitation	4	3%
Research skills	4	3%
HEI context	3	2%
Writing	2	2%
Team working	2	2%

Full details of responses:

- A chance to experiment with a wider range of technologies and develop teaching based on them.
- Addressing issues of disability.
- Awareness and experience of working practices within non-HE institutions.
- Become more familiar with the higher education context and practice – I have been in this culture only for eight months.
- Being heard at institutional level!

- Can't identify at this moment. If I could know what future work opportunities there might be I'd perhaps be able to say what development I need.
- Competency based frameworks and their use in the HE sector.
- Consultancy skills; coaching – formal qualification; high level facilitation skills.
- Dealing with Aggression. Customer Service for HE.
- Dealing with complexity. Making a difference.
- Developing research skills.
- Development of management training programmes, Equality & diversity issues.
- Difficult to specify- the means to fill gaps are usually found as the necessity becomes evident.
- Diversity and Cultural Awareness, Coaching.
- Effective material planning.
- E-learning pedagogy.
- E-learning, inclusivity, organisational development, leadership.
- Equal Opportunities.
- Facilitation of senior groups. Stand up delivery. Teaching and pedagogic issues.
- Further psychometric training.
- HR in general.
- I am hoping to continue with my studies and work towards an MSc in Academic Practice but I would also like the opportunity to develop the skills needed to help me fulfil my career aspirations to move into a more senior role in management.
- I am very interested in mentoring/coaching as it cuts across many areas of staff development, particularly those in which I am currently involved. I am also interested in technology/e-learning and how and how it can be applied most appropriately to achieve effective results, creativity - whether it be creative problem solving to creative assessment and diversity issues. I have project management skills and would like to know more about writing project bids.
- I would like to understand more about the link between Organisational Development and individual development.
- Influencing managers.
- Influencing senior management, Organisational development.
- Influencing Senior People; Blended learning developments; Organisational development; Multi-cultural and diversity issues.
- IT and e-learning technologies.
- Knowing more about content and how it is changing.
- Main development need being met by PhD.
- Management and leadership skills focus and Organisational Development.
- Mentoring and coaching.
- Need more time. Too many demands on job.
- Negotiation Skills.
- New national and European directives.

Professional development needs

- Not sure would need to think a bit more about this question.
- OD (4).
- OD and influencing change.
- OD is an area which I think is becoming important in my organisation and I would like to be able to take a stronger lead on this.
- OD possibly.
- OD skills and organisational behaviour skills. Employment law updates.
- OD-related. But also delivery-related i.e. use facilitation skills in meetings, coaching etc.
- Organisational and management development.
- Organisational Communication strategies. Putting into practice Action Learning.
- Organisational Development (7).
- Organisational development, coaching skills, staff development best practice.
- Organisational Development, Diversity.
- Organisational development, more involvement in scholarship and research.
- Organisational development, strategic thinking and strategic leadership skills.
- Organisational development, Writing for publication.
- Organisational development. Change management.
- Organisational development; culture change; embedding legislative duties in operational activities.
- Practical assistance for developing e-learning. Performance management measures and approaches; development of scenarios for use with different groups/levels of staff. Generally upgrade knowledge and skills for basic Diversity training.
- Really understanding the academic & research environment.
- Research skills. Presentation skills using latest technology. IT skills re relevant packages.
- Scholarship and research.
- Self-coaching, Strategic University management and leadership e.g. financial understanding.
- Something about diversity, consideration of alternative approaches, managing different stakeholders, aligning development strategy with organisational.
- Strategy development.
- Talent Management.
- Teaching and learning strategies.
- Teaching large groups – both hands-on IT sessions, and lectures/demos.
- Team Development Skills, General Management Development Skills, Knowing how to influence strategy and be credible in doing so.
- Team working with colleagues, working with colleagues on professional standards.
- Techniques for facilitating groups.
- Through career choices, I already have sought to ensure a broad range of skills, I will seek opportunities to keep up to date on this broad range.

- To have greater strategic impact and influence.
- To develop my strategic role within the university.
- To keep up-to-date with current organisational development issues. Knowledge of and how to use tools such as Spiral Dynamics. Appreciative Inquiry, how to build it into the work I/we do in the Unit to address some of the University wide communication issues we have.
- Training in Using 360 instrument/ giving feedback – attend an accredited course for this.
- Update on technology-based learning and teaching.
- Welsh language.
- Wider organisational development tools eg. liP, EFQM.
- Wider scope to develop individually in line with organisational requirements.
- Working alongside/influencing more strongly senior staff in the University, organisational development.
- Working at the policy and organisational change level.
- Working European culture combined with organisational development.
- Working in a voluntary sector organisation.
- Working in personal skills development in an increasingly multicultural environment.
- Working more in OD.
- Working with international Colleagues.
- Working with senior managers in other universities.
- Working with senior staff on their leadership development.
- Writing for publication in refereed journals, specifically making time for the writing.

4.3 How do you expect or intend to meet the needs identified in 4.1 and/or 4.2?

Training events are anticipated as the main approach to meeting identified needs, being mentioned more than twice as often as any other approach.

In summary, responses are:

Method	Number	%
Attending training courses/workshops/programme	45	38
Reading	18	15
Networking	17	14
On the job/practice	12	10
Discussion/working with others	11	9
Academic study/qualification	9	8
Observing others/watching peers	6	5
Research	6	5
Project work/implementation	5	4
Not sure/no support	5	4
Self reflection	5	4
Conferences	4	3

Professional development needs

Full details of the responses:

- (4.2) Networking with colleagues and sharing experiences. (4.1) My people management skills are developing through reflective practice, observation of others and discussing best practice with colleagues. I expect this to continue.
- ? No time for development (or completion of long questionnaires!).
- 4.1 Attend training course. 4.2 In-house through implementation of Framework Agreement.
- 4.1 currently unclear, 4.2 in part through registering for a PhD.
- 4.1 Get a PhD. 4.2 Work with more institutions by offering free learning and teaching evaluation in exchange for access to their teaching with new technologies.
- 4.1 Training course. 4.2 Reading and attendance at appropriate events.
- A combination of off job training and opportunities to practice my knowledge in the work place.
- Access courses and support/advice in-house. Keep an eye out for relevant external provision. Reading/asking/networking.
- Appropriate courses, literature and networking with colleagues.
- Attend a CILIP workshop on the subject and cascade the training to colleagues. Gain further opportunities for practice.
- Attend courses and conferences; discussions with colleagues.
- Attend workshops – eg ALT for 4.2.
- By continuing to join in initiatives across the sector, and more widely, where they fit in domestically. To register for some accredited management training.
- By sometimes doing coaching as it comes up at senior level rather than passing it on to external providers.
- Coaching.
- Coaching qualification; building on current experience.
- Conferences and practice.
- Course and reading.
- Courses and practical work.
- Courses and study days with possibly some e-learning.
- Courses, reading/researching.
- Day to day experience plus reflective practice. Networking internally and externally.
- Don't yet know – but networking will be an important factor.
- Embedding of e learning over 5 years.
- Formal course for coaching – identified. Consultancy skills – working with a colleague who has free lance consulting experience; building on current level of expertise – refreshing skills.
- Further discussion with line manager to identify appropriate method.
- Greater research / networking etc.
- I am currently enrolled on the C & G 7407 and working towards a Cert Ed.

Professional development needs

- I am hoping to study for a Diploma in Coaching and Mentoring and to develop the work begun by Innovation Labs which relates to creativity and innovation.
- I am just initiating a group (with senior staff) looking at succession planning processes/policy.
- I don't, I have no support for my own development from my employer.
- I guess a lot will be up to me to look for courses – yes all paper based development. I would like to achieve CIPD.
- I will be raising these issues during a forthcoming appraisal and also discuss issues regularly with my line manager.
- I will gradually find activities that will address these issues, network with colleagues in HE and outside, work with others to develop approaches in-house that I can be involved with.
- I would probably work best with the assistance of an expert from outside the organisation, working alongside me.
- I'm planning to register for the CIPD's certificate in coaching and mentoring.
- Informally and through networking. If opportunities arise, I would be interested in joining task and project groups working within the sector on specific issues. I suspect in the main I will have to 'take myself in hand' and meet needs by reading the right material and reflecting on what I do.
- Internal training course, mentor, Action Learning Set.
- It largely depends on decisions taken by the Executive Group that are out of my hands.
- It probably will not happen.
- Join Institute of IT Training. Pursue certification or diploma in training delivery, evaluation, analysis. Coaching course.
- Largely in my own time, possibly through Hefce Active Community Programme short-term placement.
- Learning from colleagues who are very experienced, attend training, external mentor in staff development role in other HEI, networking with other staff developers.
- Learning on the job, as usual.
- Look for external development opportunities. Continue with my programme of meeting relevant people.
- Look for short courses, Discuss with others who are addressing similar issues, Benefit from events organised in-house on these themes and topics.
- Look out for courses outside Univ.
- Looking for development opportunities through meetings and events.
- MA (Law) from September 2005.
- Main development need being met by PhD.
- Mentoring from an experienced EO trainer.
- Mostly by learning on the job- but also by drawing on past experience.
- Need the time from what I currently do to move off in what seems like a different direction, but what actually is a related subject area. Probably, need to break the task into smaller components and tackle each one individually.

Professional development needs

- Networking, Formal training activities.
- Networking, reading, attending workshops, self reflection.
- Networking, reading, on-line research.
- Networking. Research. Course?
- Networking/keep up to date with training opportunities.
- Not sure (2).
- On the job training.
- Opportunities provided through line manager. Through my own initiatives.
- Participation in institutional leadership programme. Working with our new VC. Attending events on writing for publication etc.
- Personal development programme; networking with colleagues; stronger involvement with Learning and Teaching Office.
- Practice, guidance from external partners, probably an accredited course of instruction.
- Probably a course, perhaps accredited. Discussions with Departmental Head. Be given a project to get my teeth into. Identify and attend more events in a more proactive way. Get into a 'career development' mindset. Consider using dormant skills - eg I am qualified to assess NVQs, but we don't offer any.
- Probably not systematically, grab opportunities when they arise.
- Probably via an external programme.
- Projects involving organising international staff development events.
- Projects and programmes.
- Read, Attend training, Learn from peers, Practice what I've read.
- Reading and practice.
- Reading materials; taking part in coaching development and coaching relations; taking an active role in the Management Programmes being introduced within the Institution. To be involved in the Action Learning Initiative within the Midlands region.
- Reading, external workshops and networking.
- Reading/informal networking.
- Reading; attending relevant events; peer support.
- Reflective learning, reading, attendance at relevant external events.
- Research, Interaction with colleagues, appropriate development events.
- Retake my NVQ in T&D.
- Self Development.
- Some professional courses might help.
- Take appropriate development opportunities as and when they come.
- Talking to others, practice and better motivation.
- Talking with clients/reading.
- This depends on support at work and opportunities for career development.

- Through appraisal and further mentoring/coaching and appropriate workshops/courses.
- Through course provision.
- Through development of my current job.
- Through external means.
- Through further internal and external observation, supplemented by training course.
- Through research and observing colleagues.
- Through the appraisal process.
- Through the LF Organisational Development network. Reading. Talking with colleagues in other institutions.
- To develop personal skills as identified in 4.1 and 4.2.
- Training courses and background reading; discussions with colleagues in the sector.
- Training needs can be identified in next appraisal.
- Undertaking Management course for HE. Will develop other skills with time. Time issue will be an increasing issue as service expands.
- Unsure – probably multiple sources.
- Using opportunities provided by organisational changes and developments.
- When I complete my current psychometric updating.
- When the time is right, I need to ask for the opportunities.
- Will need to attend welsh courses. Conference attendance to up date and possible Med.
- Will request that my organisation supports this professional qualification route (cipd).
- With great difficulty owing to the lack of time to do main stream role – don't have sufficient time to properly develop and reflect on the work I currently do let alone find ways to do more how ever vital they may be. Any development will be through 'cutting' space in my work load and grabbing small opportunities when they arise.
- Working with my line manager (Director of Personnel) and others on a planned strategy of work over several years.
- Workshops / conferences.

4.4 What elements, features or qualities would you like to see in a framework to support your cpd and (perhaps) accreditation?

The responses to this question are varied and it is difficult to pick out trends, however there are some themes. Flexibility and a modular approach would be welcomed, with as little bureaucracy and paperwork as possible. People would like the opportunity to have their current experience and work recognised as part of the framework. There is a split between those who would like a qualification and those who wouldn't, though this is probably influenced by the number of respondents who are already highly qualified. Where qualification is desirable people are asking that it be nationally recognised both inside and outside the sector. Networking and the opportunity to meet and discuss issues with other staff development professionals features in a number of comments. It would seem that

Professional development needs

people would welcome a framework with clear standards and an outline of the skill set required to be an effective developer.

Full details of responses:

- 3 or 4 forums a year with people in similar roles to share experiences (I actually work in a mixed economy college with around a £4mn contract with HEFCE, as well as substantial HE level work funded by LSC, including professional body qualifications).
- A clearly defined career path in staff development would be helpful - not always clear what's best to do to rise up the ranks, or to understand how others do or don't manage it. Some kind of refresher training to revisit the areas we've studied in the past (eg training needs analysis, course evaluation, keeping up with what's the next development 'thing' that everybody wants etc). Conferences are useful to a point but can be a bit of a catch-all. What marked out the CREA one as special was that it comprised 50% training (choice of courses) and 50% conference activities, so you really did learn something new as well as being more aware of developments in the field.
- A CPD framework would be useful. It is difficult to keep up to date with developments across the whole field of pedagogy as well as subject specific and contextual knowledge.
- A map of skills to be expected of a well-rounded full-time SDer could be useful, together with regular opportunities (ie courses) for those skills to be acquired if necessary. Regular events for *update* of skills also. Could all be on-line, but meeting others is generally better – so perhaps mix of pre-reading, meet, follow-up. That could generate topic interest groups, too. A regular (monthly?) 'suggested reading' could be fruitful, emailed to all SDers. I'm not at all sure that we should be into obligatory accreditation. Optional, maybe. Whether SDF should set up something is a moot point until it is clear how useful existing accreditation pathways are to the HE SD community.
- A professional organisation, membership of which was by assessment and which conferred some credibility ...aka CiPD??
- Access to experienced mentors/coaches, not necessarily from HE. A means of accrediting my knowledge and experience to-date but also of expanding it - identifying gaps and closing these. This would have to be quite flexible perhaps achieved in part through 'classroom' delivery but in part also by project or workbased learning.
- Activity which directly helped me deliver on my responsibilities at work; Activity which paid, e.g. consultancy.
- As a member of the CiPD I follow their CPD requirements. I don't really see the need for another framework.
- CiPD – fellow of the institute – CPD covered by membership requirements, this is my professional body and professional accreditation – nationally recognised and a requirement for most posts in all sectors. Would like HE to lobby CiPD for better provision for staff developers – does very little to raise professional status (too often training or staff development roles are seen as inferior to HR roles). SEDA – we have institutional membership, I do keep up to date with SEDA – very much like their values, standards of accreditation and approach – enjoy meeting and working with education developers; would like to see more research based staff development. It would be good if fellowship of CiPD could in some way be matched to SEDA – SEDA has a fellowship award which I feel has some excellent features. Note: research would need to cover other sectors as well as HE to have credibility with staff developers – we need to be able to move between sectors. Opportunities for work

shadowing or secondments to other roles – staff developers need to understand the 'business'.

- Coaching skills.
- CPD - Involvement in a regional/national Action Learning Set(s) Support for small, I work focused action research projects.
- CPD – perhaps a points framework as in some other professions that would include both HE organised and externally organised events/activities.
- Flexibility, wide choice of topic areas to be able to dip in and out of.
- Flexibility. Choice of provider.
- For CPD a range of short course on (advanced?) delivery/facilitation skills. b) not sure I would necessarily find further professional accreditation helpful unless as MBTI assessor or similar.
- Formalisation of training provision at the institutional level.
- Greater institutional support (it is better than it was!).
- Greater pro-active encouragement by line management.
- High level seminars and reflections.
- I am registered for revalidation of my Chartered Librarian status through the CILIP Framework of Qualifications. One useful feature of this is to have access to a mentoring scheme. Revalidation is voluntary, but I think it is of more value if such a framework is compulsory.
- I am very comfortable with the framework provided to me by CIPD. I was a member of the Association of Training (?) as well as the IPD, so when the organisations merged, it suited me much better to have one professional body for membership.
- I don't have time to worry about qualifications frameworks/portfolios etc. I would like training and development, but don't want to be assessed – simply through lack of time.
- I don't think a framework would help me a great deal. Something more personal is needed.
- I find the SEDA framework very helpful. Flexibility.
- I follow the existing national frameworks for HR Developers and Organizational Development professionals. CIPD professional framework for my basic training/ HR professional development, and the British Psychological Society framework for my organization development and professional accreditation development.
- I have a good one in FSEDA, I can't think of any further accreditation I want.
- I have one provided by CILIP.
- I may seek to upgrade my status in the IPD.
- I suppose a simple one that makes me consider things I might not have considered. Would not like a rigid one that told me I ought to do something which I felt wasn't appropriate because of my role or previous experience/qualification in order to gain membership of something. I suppose I feel there is lots of those already about and I can see their value in some ways but because of their very nature not suit all circumstances.
- I would appreciate a framework that provided very clear standards against which to benchmark myself. I am not overly concerned about gaining accreditation, I am more interested in the practical skills application.

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- If there WERE to be something be able to draw portfolio together to get recognition for role and achievements but not via additional academic study.
- Maybe start with a foundation – certificate and possibly move on to academic.
- Meeting with other senior staff – maybe 4 times a year? Input from practitioners.
- More development toward the strategic elements of organisational and staff development.
- More opportunities to exchange ideas with other developers. Email groups seem to be emerging, but you can't beat face-to-face in a conducive environment outside of the workplace!
- More training for trainers and regular forums for trainers to discuss issues that they have with training (e.g. lack of space, time, lack of user enthusiasm, staff not being released for training...).
- Nationally recognised by HEIs. CIPD endorsed. Shows evidence of transferable and generic skills and also highlights specific or specialist skills. Modular?
- Need to constantly be aware of the leading technologies, thus need external techie courses. Plus exposure to global changes related – thus meeting people from universities and other countries.
- Not sure I understand the question but a CPD model that requires maintenance or development of skills in range of competencies ensures wider personal development. Needs to be flexible enough to credit other forms of development i.e. mentoring discussions, shadowing colleagues etc. Not overly bureaucratic and reasonable period of time to acquire points/credits.
- On line reflective CPD tool. More networking groups and opportunities to take part in cross institutional projects. Not sure I am in need of further formal qualifications at the moment.
- One aspect would be to maintain a personal development journal – I used to keep this but since 2001 have failed to do so. I have not in this year. Also, to develop on organisational skills. I am not so good with organising my filing and paper based system – I need to be more streamlined with planning my day when I am developing and when I am developing myself. I would like to start a formal reflective journal too – this I found useful as an inspector and need the incentive to do so.
- One that is flexible to cope with very differing roles and responsibilities (both between institutions but also within institutions as strategic priorities change).
- Opportunities to network with other staff developers within and outwith H.E. Short focused workshops.
- Please **don't** introduce a new qualification for those of us in HE – many of us, I'm sure, already have relevant professional qualifications. It will be another hurdle to jump and another irritation in what are very busy working lives and long hours. Please **do** ensure there is a suitable environment for us to network, share ideas, and good practice. Make sure that senior managers in the sector understand what staff developers are doing, why, and how they can utilise our skills better. Enable/facilitate collaborative working across the sector.
- Recognition of the research, publishing, investigative nature of staff development by the institution. Our role is not just to impart existing good practice, it is to develop and identify new practices. I.e. end the artificial distinction between academic and service departments.
- SEDA Fellowship is an excellent framework for accreditation and its CPD requirement is probably more effective (although it could be improved) than any others I know.

- Simplicity please!
- Simplicity, variety of methods, not paper driven.
- Some form of accreditation, based on experience and evidence of effective practice but it would need to be flexible to meet the varied need of staff developers across the sector and to make it transferable outside of HE.
- Something for people who are relatively new to staff development, a forum a conference or a publication of some kind. The tendency is to assume that because of the nature of SD, people who are new to it automatically benefit from the wisdom and experience of those around them. This is true to a great extent but it's still good to interact with people in the same position as you. Perhaps a very general qualification in HE Staff Development to underpin specific skills that people already bring with them? Or a formal mentoring scheme? People enter the profession from all kinds of backgrounds these days, as I noted at the Leadership Foundation Conference last November. I met some new members of staff – some from outside HE (one from Royal Mail for example) some from within. They all found the acronyms/language/terminology etc confusing. This can be quite intimidating to someone who is new!
- Structured (to assist self-discipline). Modular in terms of short sharp bite-sized chunks of development. Accessible.
- That it be flexible and relevant to other contexts.
- The professional qualification is extremely useful in helping me see how Learning and Development fits into organisational cultures. The knowledge side is hugely beneficial along with the networking.
- The roles and backgrounds of SDT professionals are so varied that even CIPD can not cope with having a stand alone professional membership route. There are sufficient elements from other bodies with out inventing artificial ones.
- This is a somewhat leading question and seems to imply that a framework beyond the CPD requirements of my professional body and relevant to national standards is required.
- Time allowed to develop myself. Support from the organisation.
- To be given time off other duties to fulfil continuing professional development. More help to free me from administration duties and answering general day to day enquiries.
- Values-driven.
- Way of measuring achievement/impact.
- Ways to increase attendance at Staff Development.
- Working as part of regional syndicate group – some delivered modules, some virtual classroom components. Time to undertake it. Support from Director of HR for any development would be appreciated.
- Working towards some qualification would be good. However Appraisal system works quite well when done properly.
- Would need to be blended learning not all away from Univ., spaced out modules, include e-learning elements. Where there are face to face workshops, these to be delivered in an inspirational way, using good methodology (ie not all boring lectures/seminars, 'do as I say not as I do!'. Would be best if the structure were modular to allow for different routes which may not be linear. Also that prior experience could be counted and modules skipped. Include action learning sets, networking. I think work shadowing, job swapping is an excellent form of devt so if

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there was a facility for this would be good. Approach issues such as diversity within the SD community e.g. how many non-white, female and disabled senior S Developers do we 'see'? Where are the positive role models? Where are the 'glass ceilings', 'sticky floors' for females? This also means approaching the politics within HE and HR. Also would like to stop avoiding issues to do with equality between staff groups when it comes to accreditation etc. Why do so many HE establishments think that SD for support staff can be done by a few overwhelmed people in non-strategic units whereas Academic and Research staff need high profile units and disproportionate amounts of money spent on them. A successful organisation is the sum of its parts!

4.5 Would you like a qualification that relates to your role as a developer?

Qualification?	Number	Percent
Yes	45	38%
No	61	51%

See also chart, p.103

If yes, what format/level?

The most often mentioned format in these responses is a one year certificate of practice. Flexibility, the opportunity for part-time study and recognition of prior learning and experience are also favoured. A reflective, flexible, on the job programme over two years is also suggested. There are a number of references to qualifications which already exist through SEDA and CIPD and some suggestions that links could be made to these. In general it would appear that postgraduate level would be most appropriate

Full responses:

- I already have professional qualifications which may need updating (which I do as part of my own personal CPD) and a recent academic qualification – MSc in Organisational Psychology.
- I am professionally qualified to administer MBTI and I am about to gain BPS accreditation level A & B for psychometric and ability testing – all of which are relevant to my professional standing.
- Already have one and am suspicious that a rigid academic approach will not necessarily address needs capably, although it may assist with 'professional credibility' where that applies.
- 12-18 month certificate of practice e.g. with portfolio of evidence in specific areas e.g. training needs analysis, designing training programme, delivery, evaluation, facilitation skills etc.
- 1 year certificate of practice.
- Probably something reflecting work over a two year period would be useful.
- 1 Year Certificate.
- 1 Year Certificate of Practice.
- National e-learning networking opportunities, help to keep up to date.
- CMALT accreditation when available.

- Perhaps a postgraduate level Developer's Certificate which incorporated practical and factual content with academic theoretical underpinning. Something that could be undertaken part-time during working hours. No idea of length though 1 year sounds good, depends on amount of relevant content, but it would need to be informed by current thinking and developments in the field.
- Not sure.
- 3 years practice based.
- There is not a 'NO' option. Apart from generating revenue from running yet another qualification I can see no justification for such a qualification. Most SDT professionals have at least 1 degree more often than not in HE at least two. Apart from a formal qualification in Teaching or Training – which already exist. If energy is to be expended then it would be better spent getting CIPD to give professional recognition to SDT professionals without the need to text book learn the 'HR' content that gets in the way of professional membership. I got my Chartered CIPD starting out as Member Institute of Training and Development.
- CIPD or other if any other is out there. This could be over two years – but would like some recognition of achievements to date. Has to be day release as evening is not possible due to little ones – also summer schools not so good for me due to circumstances. Distance learning is okay but need regular tutor support.
- Currently gaining an NVQ qualification. I would not want to follow an academic route
- I would however like some HE specific CPD support. I can see the benefits of a qualification for other HE developers who have no formal training/development in this area. I have found my action research MSc in HRD of enormous benefit as I develop in my role.
- Certificate of Practice over a year.
- Along similar lines to CIPD certificate in training practice – 1/2yrs part time.
- Hard to say at this stage – depends on 'the changing climate of HE' and what status emerges for HEA etc.
- Maybe over 2 years with flexibility to include prior learning and experience – but it would need to be simple to understand and not involve getting together a substantial portfolio.
- Currently undertaking a PGCED
- 1 year certificate of practice, e.g. PG Certificate in Learning and Teaching in Higher Education
- I found that having the opportunity to do my Post Grad in Personnel at the start of my career and then a further Post Grad (Diploma) in T+D 10 years in was a great mixture from which I benefited enormously. I did my 1 year post grad at Strathclyde University in the early 1990's. It consisted of two evenings attendance, two weekends and a lot of essays, assessments, group work, exams and a project. Some of this duplicated what I had previously learned, but since I had 10 year gap, I enjoyed refreshing and updating my knowledge. It was a heavy time commitment though and now I prefer to put in extra time into other forms of learning and developing (eg putting extra time into challenging work projects, workshops, reading etc etc).
- Practising Certificate' level – Learning and Development which complements my professional generalist Personnel qualifications.
- I don't think a formal qualification would be relevant to me at my career stage, but I could see the value of one for people coming to it at an earlier age. There is an issue with people 'falling into' educational development. It is not generally seen as a

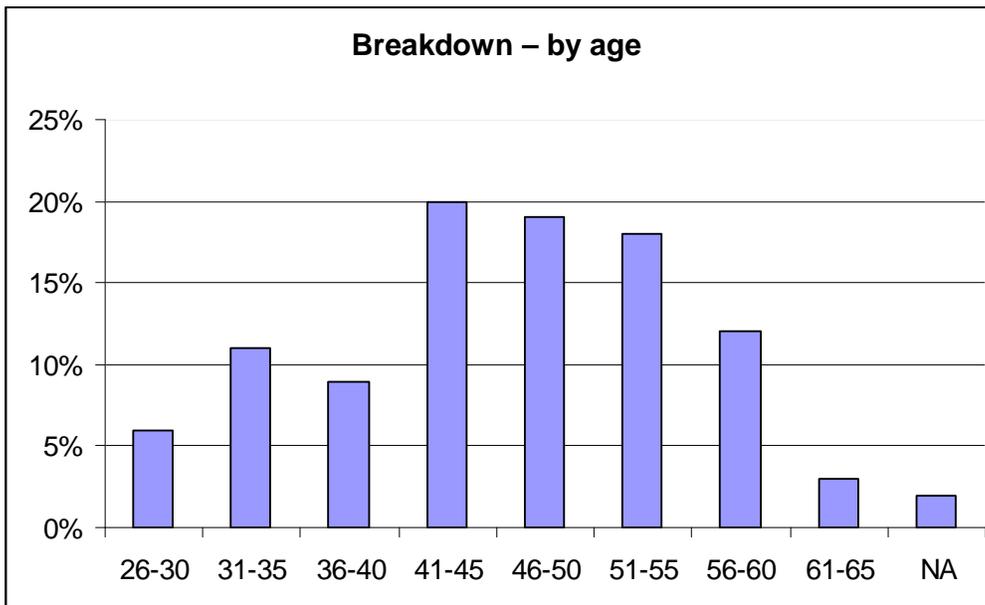
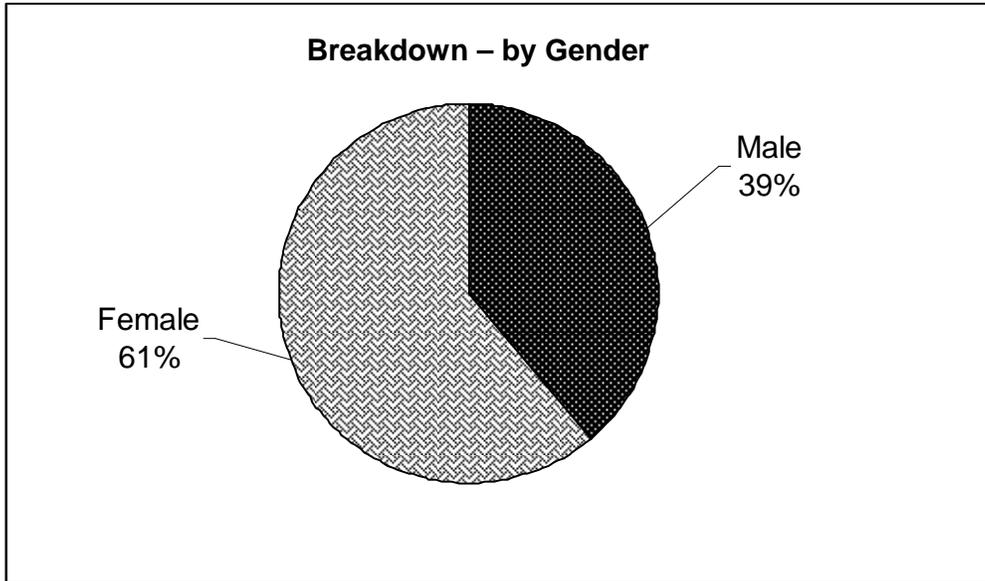
Professional development needs

career path (not least because the question of 'where next' after heading a unit is not easily answered), and so a qualification might help. Essentially, though, Ed Developers are a very heterogeneous group; some have large units, others, small; some have responsibility for student services, others don't; some have a strategic roles, others haven't and so on. There is also, it seems to me, a split between old and new universities, with the former regarding such units with some disdain.

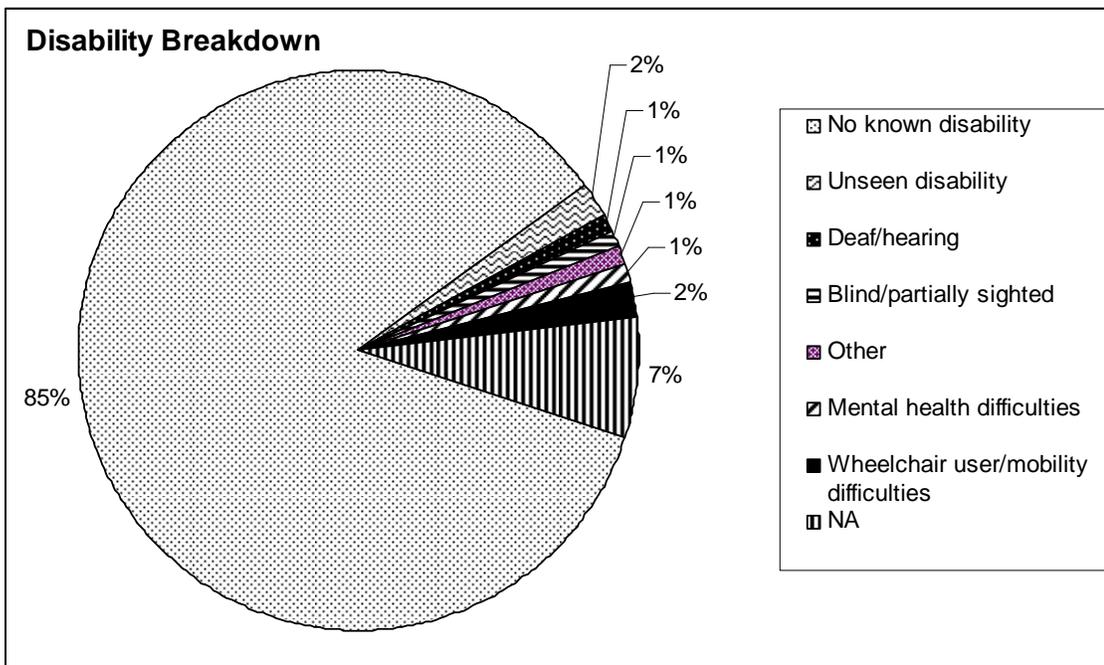
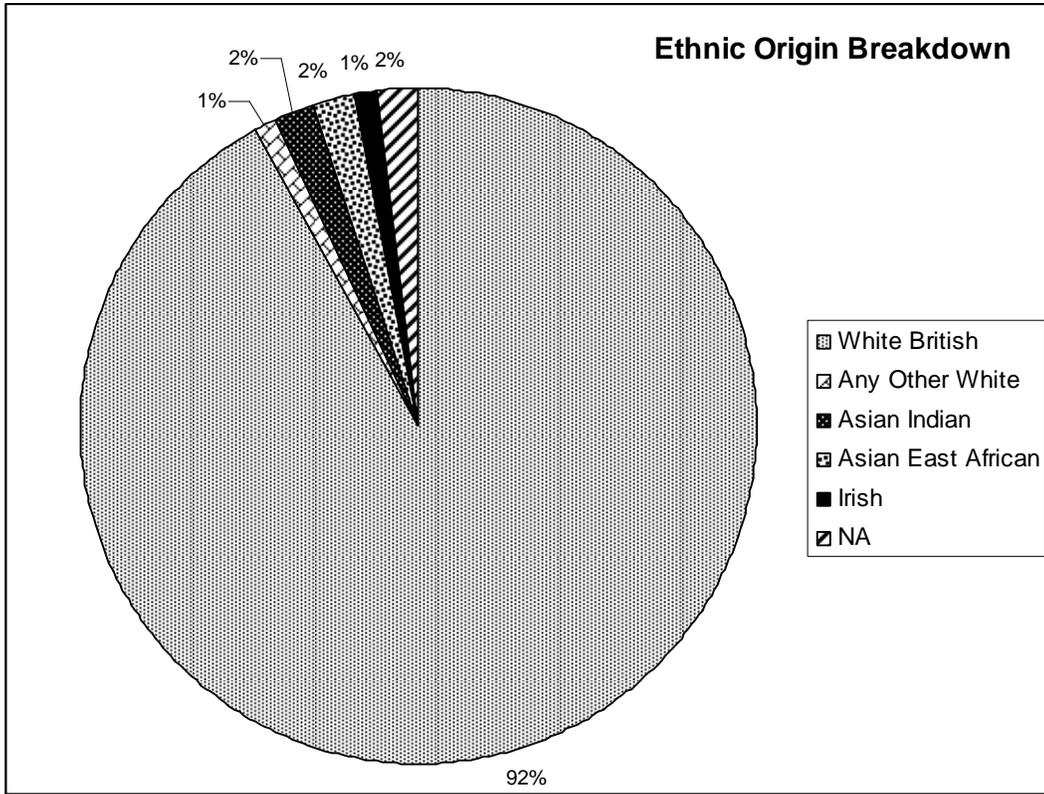
- On the job – over 1 or 2 years.
- PG Level.
- Well, I would have but it's too late in my career now. I'd have gone for the academic 2yr, but I suspect a 1 yr cert of practice would be far more popular.
- There already is one – SEDA Fellowship.
- Academic.
- Note that I already have such a qualification – Two year part time MA in Management Learning.
- As 4.4 above. Combination of theory and practice with work-based learning element (a research project that is applicable to your role and gives something back to the Institution).
- Academic at post-grad level and accreditation of professional practice/portfolio.
- 1 yr Certificate of Practice.
- Generally technological course 1 - 2 year certification courses.
- Online with periodic face to face. Focused specifically on the needs of IT applications trainers. Blend of theory and practice.
- Level of study less important than actual outcomes.
- 1-2 years, year 1 basic practitioner and year 2 specialisation and further development. But each year can be stand alone.
- Practical, not academic.
- Diploma, MSC.
- CIPD portfolio route max: 1 year study.
- E-learning – 1/2 years, CIPD Diploma in Training Practice or similar.
- No preference.
- 1 yr cert of practice.
- Not academic based study; one based on evidence of practice.
- 1 yr cert of practice.
- Professional/academic.
- Cert Ed over 2 years.
- Academic within University CPD Programme.
- Some that is respected. Maybe modular format that can be upgraded, such as an NVQ.
- 1 year certificate of practice.

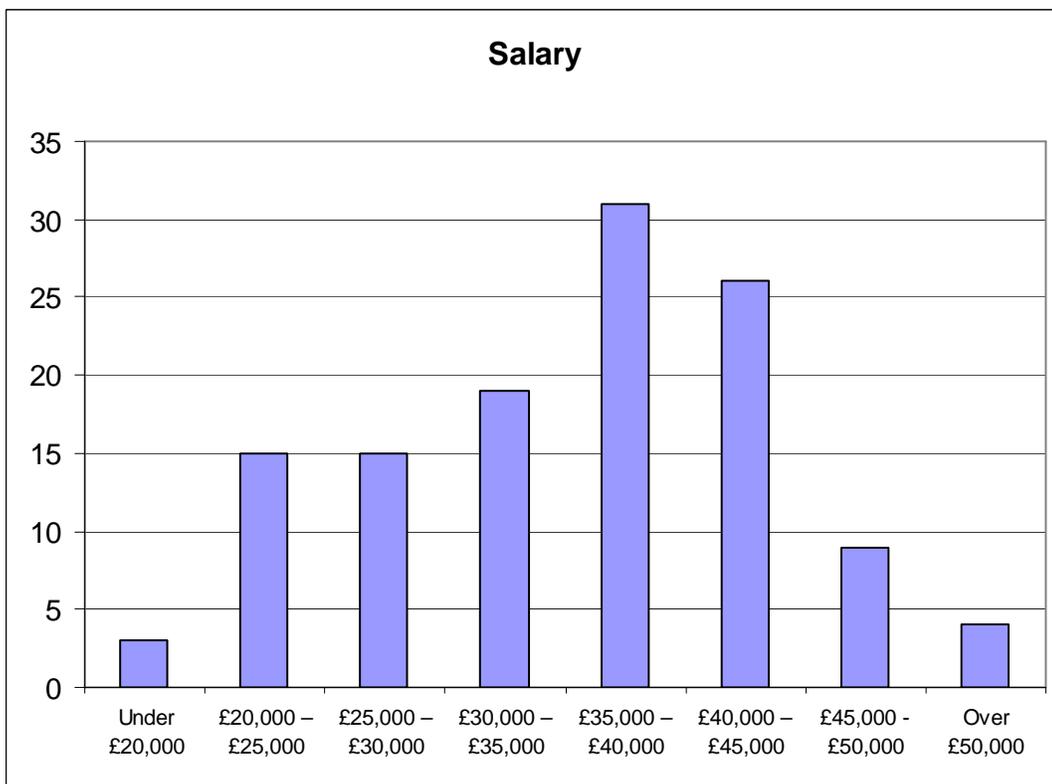
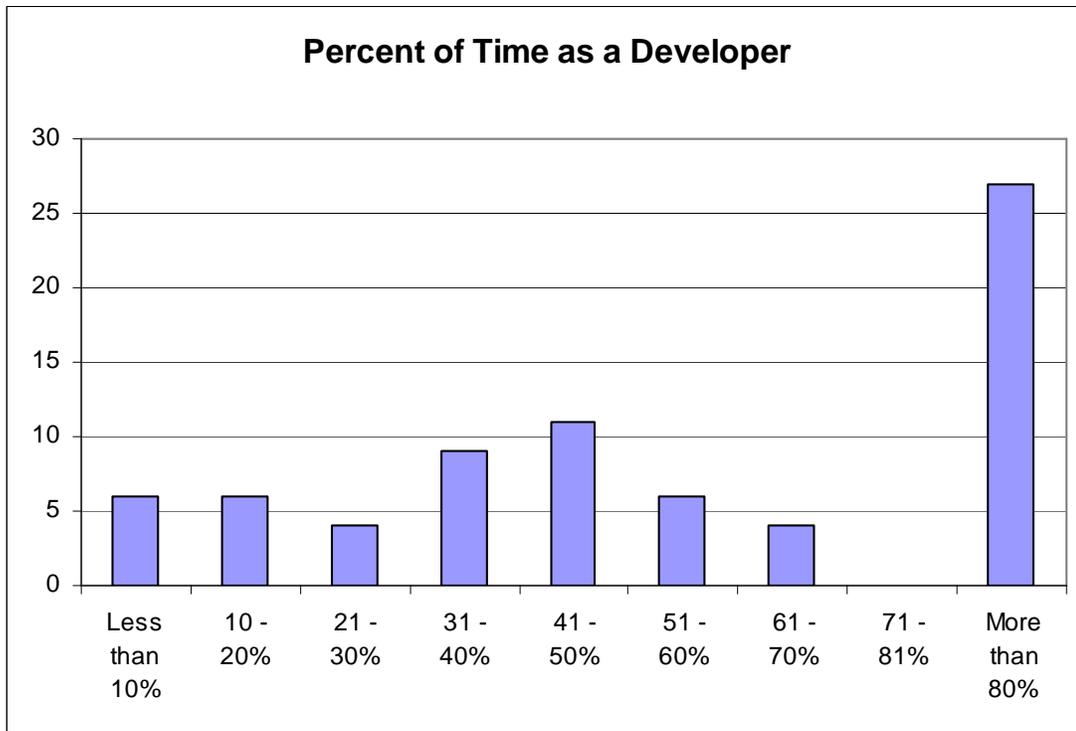
Appendix A

Graphical representations of data concerning the Staff Development community

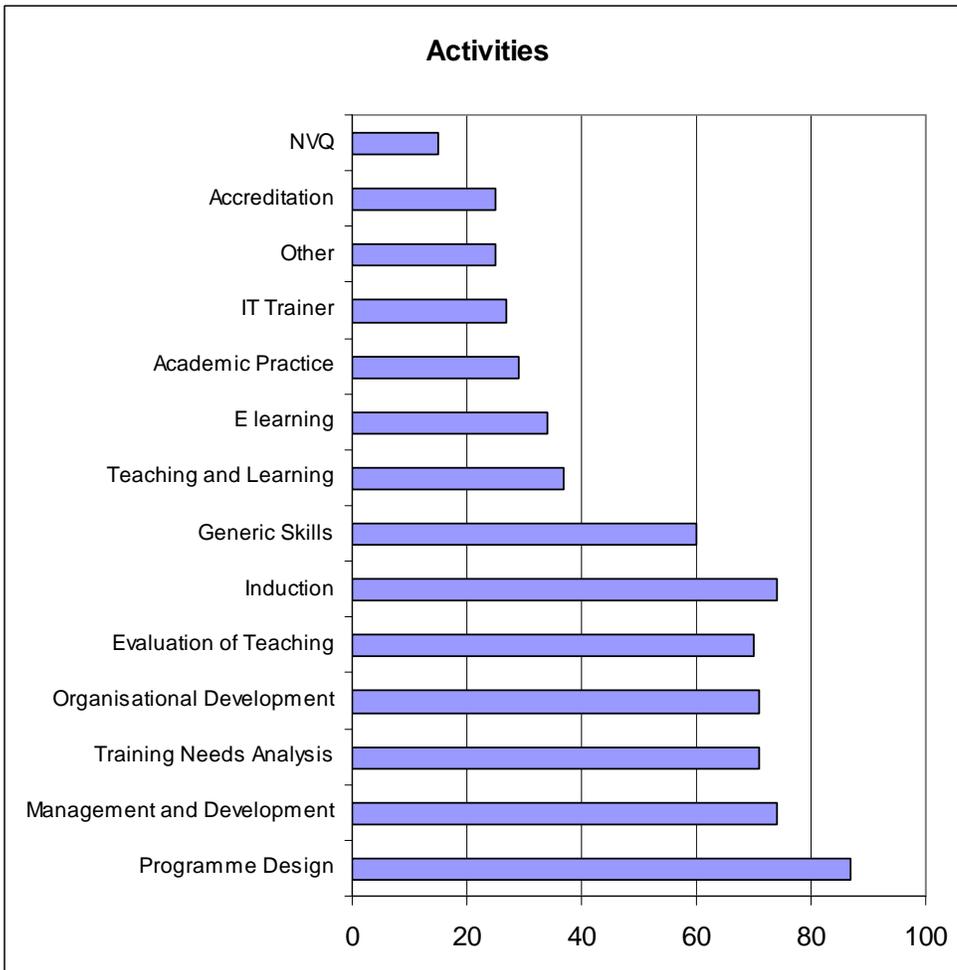
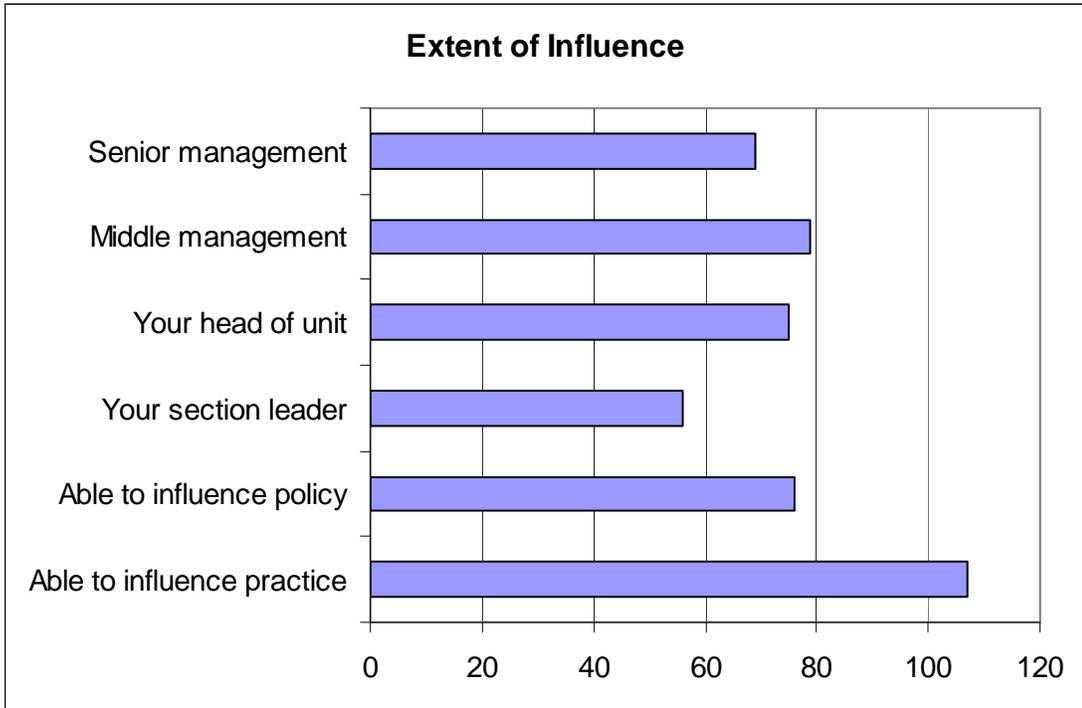


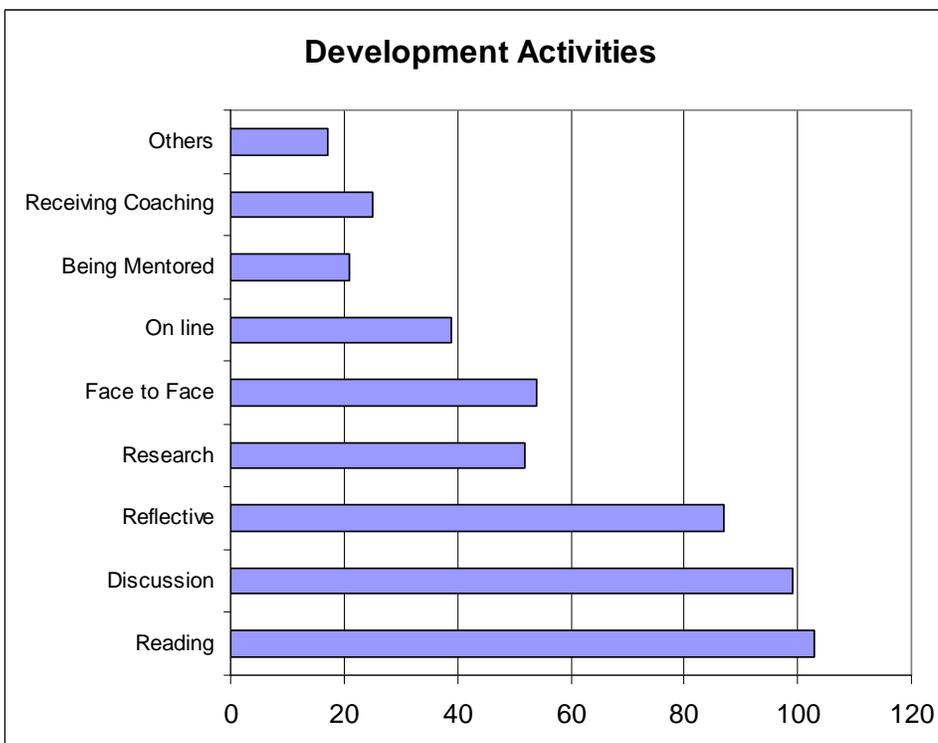
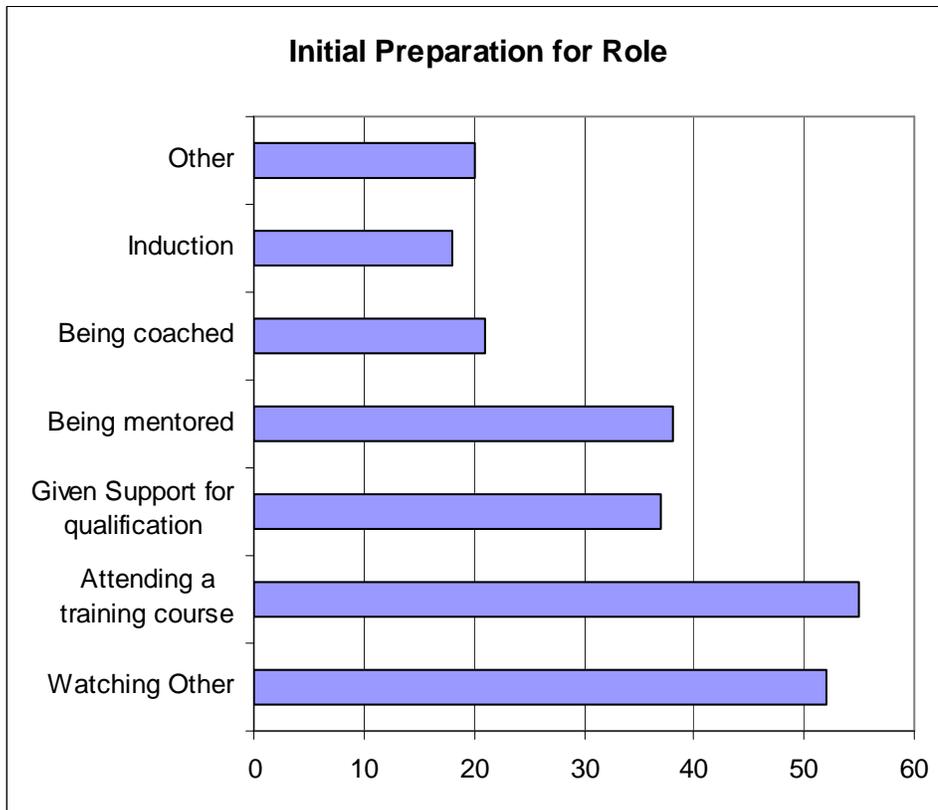
Appendix A: Charts



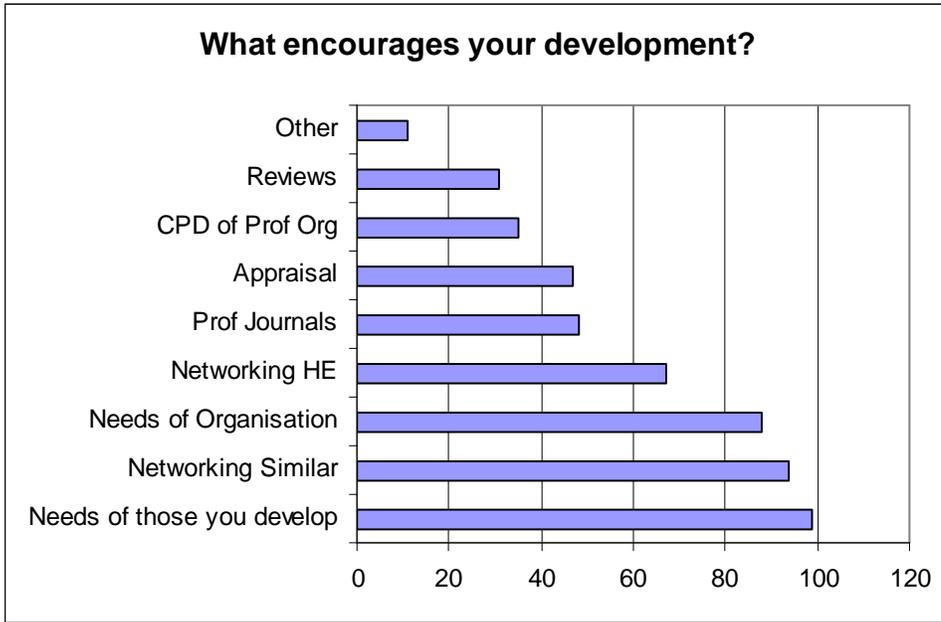


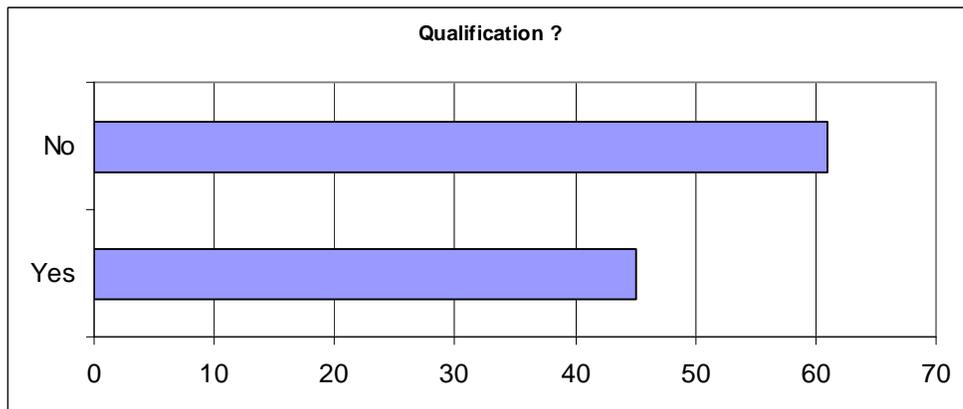
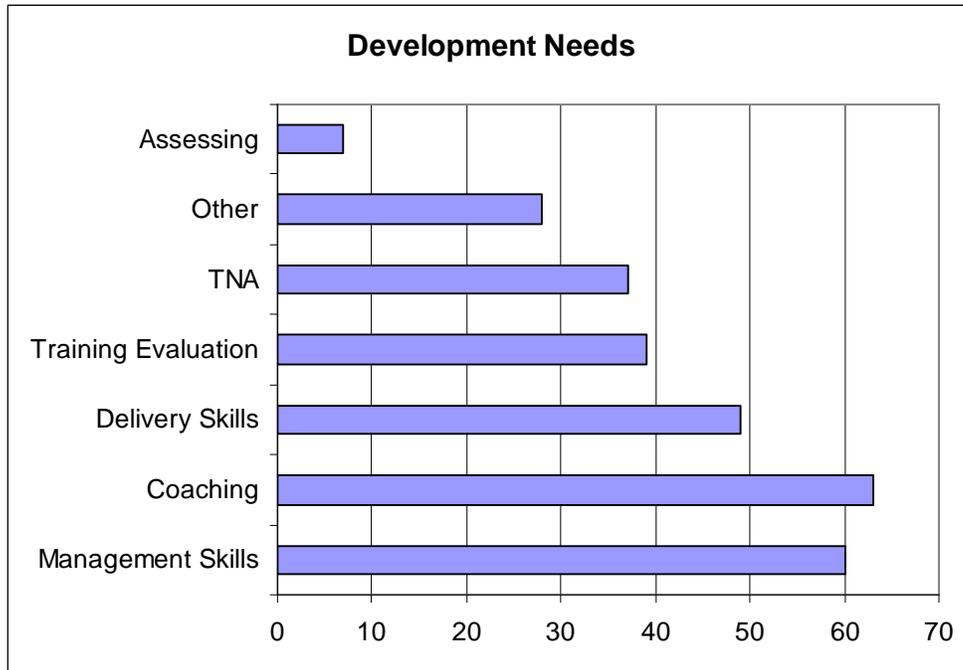
Appendix A: Charts





Appendix A: Charts





Appendix B: The questionnaire

Section 1: About You

(Who are the Developers?)

1.1

Gender

- Male
 Female

1.2 Age

- Under 20
 20 – 25
 26 – 30
 31 – 35
 36 – 40
 41 – 45
 46 – 50
 51 – 55
 55 – 60
 61 – 65
 Over 65

1.3 Ethnicity (based on National Statistics Standard Classification)

A: White

- British
 Irish
 Any other White background
 Please type in

B: Mixed

- White and Caribbean
 White and Black African
 White and Asian
 Any other Mixed background
 Please type in

C: Asian or Asian British

- Indian
 Pakistani
 Bangladeshi
 Any other Asian background
 Please type in

D: Black or Black British

- Caribbean
 African
 Any other Black background
 Please write in

E: Chinese or other ethnic group

- Chinese
 Any other, please type in

F: Other Ethnic Background

- Please write in

1.4 Do you consider that you have any form of disability?

- | | | |
|--|--|--|
| <input type="checkbox"/> No known disability | <input type="checkbox"/> Wheelchair user/mobility difficulties | <input type="checkbox"/> Dyslexia |
| <input type="checkbox"/> Blind/partially sighted | <input type="checkbox"/> Mental health difficulties | <input type="checkbox"/> Deaf/hearing |
| <input type="checkbox"/> Physically disabled | <input type="checkbox"/> Multiple disabilities | <input type="checkbox"/> Requiring personal care support |

- An unseen disability (eg: diabetes, epilepsy, asthma)
 Any other disability (please specify below if you would like to)

1.5 Your Qualifications and Experience

Please list your qualifications and/or other roles or experience that most support your role as a developer

Formal Academic Qualifications (please specify)	Formal Professional Qualifications (please specify)	Other experience (please specify)

1.6 Professional Roles

Please specify the main professional roles you held before you moved to your current development role.

In Higher Education?	Outside Higher Education?

1.7 Academic/Professional Associations

Of which academic and/or professional association(s) are you a member?
(Please note we are *not* asking about trade union membership)

1.8 Length of Service

What is your length of service (years) in a developer role?

1.9 Salary

Please could you indicate your current salary band:

- Under £20,000
- £20,000 – £25,000
- £25,000 - £30,000
- £30,000 – £35,000
- £35,000 - £40,000
- £40,000 - £45,000
- £45,000 - £50,000
- Over £50,000

Appendix B: Questionnaire

1.10 Motivation for being a Developer

What motivated you to move into a role that includes a significant development component?

Section 2: About Your Work

(What Do the Developers Do?)

2.1 Institution

2.2 Name of unit/department

2.3 Job title

2.4 Extent of Influence

In your developer role, do you feel able to influence those who affect staff and educational development **practice**?

In your developer role, do you feel able to influence those who affect institutional **policy** (not just staff development policy)?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

If you have answered 'Yes' in either case, who? Please tick all that apply

	Yes
Your section leader	<input type="checkbox"/>
Your head of unit	<input type="checkbox"/>
Middle management (e.g. head of department)	<input type="checkbox"/>
Senior management (e.g. Registrar, PVC, Dean, Vice Provost or above)	<input type="checkbox"/>
Other please specify below:	<input type="checkbox"/>

2.5 Developer Activities

What are your current main responsibilities and activities as a developer?

Please tick all that apply

<input type="checkbox"/>	Generic Skills Trainer	<input type="checkbox"/>	Management Development
<input type="checkbox"/>	IT Trainer	<input type="checkbox"/>	Academic Practice
<input type="checkbox"/>	E-learning	<input type="checkbox"/>	Induction
<input type="checkbox"/>	Teaching and Learning	<input type="checkbox"/>	Accreditation
<input type="checkbox"/>	NVQs	<input type="checkbox"/>	Training Needs Analysis
<input type="checkbox"/>	Evaluation of Training	<input type="checkbox"/>	Programme Design
<input type="checkbox"/>	Organisational Development		
<input type="checkbox"/>	Other (please specify		

2.6 Percentage of Role Spent as a Developer

If your work is split between two or more roles, what % of time does your 'developer' role occupy?

	%
Less than 10%	<input type="checkbox"/>
10% - 20%	<input type="checkbox"/>
21% - 30%	<input type="checkbox"/>
31% - 40%	<input type="checkbox"/>
41% - 50%	<input type="checkbox"/>
51% - 60%	<input type="checkbox"/>
61% - 70%	<input type="checkbox"/>
71% - 80%	<input type="checkbox"/>
More than 80%	<input type="checkbox"/>

2.7 Developer Skills

In your developer role, what are you good at? (for example, planning, coaching, delivering training, facilitating courses, identifying development needs, assessing the progress of those being developed, keeping yourself up to date, etc?)

In your developer role, what would you like to be better at?

Appendix B: Questionnaire

How were you **initially** helped to prepare for those responsibilities and activities that you were first assigned when you took on your developer role?

Please tick all that apply.

- Attending a training course
 Being mentored
 Being coached

- Given support for a qualification
 Watching others (Sitting by Nellie)
 Induction training

Other

--

Section 3 - About Your Current Development

What Development do You Undertake or Receive to Support your Developer role?

3.1 In which **HE staff and/or educational development group-organised** meetings, courses, workshops or other events (local, regional, national, international) have you participated in the last two years. Please note that the table will expand if you wish to enter more events.

Event	Where you acting as a developer at this event? (Eg trainer, facilitator, etc)	Rating... How useful have you found each of these (1 low – 5 high)

3.2 In support of your development role, which meetings, courses, workshops or other events (local, regional, national, international) that have been organised by those **other than HE staff and/or educational development groups** have you participated in the last two years? Please note that the table will expand if you wish to enter more events.

Event	Where you acting as a developer at this event? (Eg trainer, facilitator, etc)	Rating... How useful have you found each of these (1 low – 5 high)

3.3 Beyond these, how have you gained or undertaken development in support of your work as a Developer over the last two years?

Please tick all that apply.

Rating...
How useful have you found each of these (1 low – 5 high)

<input type="checkbox"/>	Being mentored	
<input type="checkbox"/>	Receiving coaching	
<input type="checkbox"/>	Reading	
<input type="checkbox"/>	Research and scholarly activity	
<input type="checkbox"/>	Reflective practice	
<input type="checkbox"/>	Discussion with colleagues	
<input type="checkbox"/>	Face-to-face	
<input type="checkbox"/>	On-line	
<input type="checkbox"/>	Other/s (please specify)	

3.4 What encourages your development?

Please tick all that apply.

<input type="checkbox"/>	Networking with others in a similar role	<input type="checkbox"/>	Professional journals
<input type="checkbox"/>	Networking within HE generally	<input type="checkbox"/>	Appraisal
<input type="checkbox"/>	Reviews and similar literature	<input type="checkbox"/>	The needs of those you develop
<input type="checkbox"/>	The needs of your organisation		
<input type="checkbox"/>	CPD requirements on yourself of a professional organisation (please specify which organisation)		

Other (please specify)

3.5 Who encourages your development?

Please tick all that apply.

<input type="checkbox"/>	You	<input type="checkbox"/>	Coach
<input type="checkbox"/>	Your manager	<input type="checkbox"/>	Colleagues (peers)
<input type="checkbox"/>	Other professionals	<input type="checkbox"/>	Colleagues (senior)
<input type="checkbox"/>	Your 'clients'	<input type="checkbox"/>	Mentor

Appendix B: Questionnaire

Other

3.6 What are your career aspirations over the next 3 – 5 years? (e.g. to continue to specialise, to develop as a leader etc)

Section 4 - About Your Development Needs

What further support and development do you need in your developer role?

4.1 In order to progress or maintain your standing in your Developer role, what **skills** do you feel you would need to focus on for your own development?

Please tick all that apply.

- Management skills
- Training Needs Analysis
- Training Evaluation

- Coaching skills
- To be an assessor (eg: NVQ)
- Additional training/development delivery skills

Other (please specify)

4.2 In which parts or aspects of your current or likely future **work** as a developer do you want or need further development? (For example, working in a multi-cultural environment or organisational development)

4.3 How do you expect or intend to meet the needs identified in 4.1 and/or 4.2?

4.4 What elements, features or qualities of a framework for:

- (a) your continuing professional development and
- (b) your professional accreditation (if any)

... would you find most helpful for your work as a Developer?

4.5 Would you like a qualification that relates to your role as a Developer?

- Yes
- No

If Yes, what format / level? (eg academic over 2 years / 1yr cert of practice / etc)

Thank you for taking time to complete this survey. Your responses are very much appreciated. Please e-mail your completed questionnaire to jmw@gwa.co.uk by **18 November 2005**.

If you would prefer not to be contacted further, please check this box

Optional: your name and email address



staff development
forum

Survey of Staff Development Practitioners

*Final report assembled for the SDF
July 2006*

at the

*Centre for Staff and Educational Development
University of East Anglia, Norwich*