CPD and PDP and STAFF APPRAISAL
How are they related?

COUNCIL CHAMBERS, THE OLD FIRE STATION, SALFORD UNIVERSITY
FRIDAY 30TH MARCH 2007, 10.15am-15.30pm

The Context

The common factor in these three processes is of course the learner but there are important differences. In CPD the learner is at the heart of the process but the professional body has an interest. In PDP the learner is also a student and is affected by the expectations and procedures of the university. In staff appraisal the learner is an employee and the process may contribute to reward procedures as well as staff development.

What is best for the learner? How much support should be made available and how much integration with other processes is advisable? Does too strong a link between providing support for the learner and monitoring their progress inhibit or help the motivation to learn?

PROGRAMME

10.15 - 10.30   **Registration, Tea and Coffee**

10.30 - 10.45   **Introduction and Welcome**

David Pierce, Associate Director CPD, The Centre for Recording Achievement
Dorothy Oakey Head of Staff and Curriculum Development, University of Salford

10.45 - 11.30   **The Professional Bodies**

Professional bodies are interested in maintaining their members' competence. What is their experience in encouraging their members to engage in CPD activity? Do they use carrots or sticks? And what role do they expect employers to play?

Katherine Benzine, Director of Professional Development Services, HCIMA
Marion Huckle, Head, Membership, Careers and Qualifications, CILIP

11.30 - 12.00   **What's it all about?**

The view of a learner, what they want and need – what might deter, help. Conflicts between learning for work/life, qualifications or not.

Andrew Gibbons, an active learner

12.30 - 13.15   **Lunch**

13.15 - 14.00   **What's the problem in HE?**

Is PDP good for staff as well as students? Can practice be transferred? How best to encourage CPD amongst staff? Can it be done through staff appraisal processes?

Janet Strivens, Senior Associate Director, The Centre for Recording Achievement

14.00 - 14.30   **How is it done best?**

Where are there examples of best practice? Has business solved the problem of distinguishing between performance and development review?

Ken Boyle, Director of Functional Excellence, Rolls Royce, Derby

14.30 - 15.30   **Discussion groups and finish**