



Continuous Professional Development - Guidelines and FAQs

HR People and Organisational Development

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1. Welcome and Purpose

This guidance sets out how Continuous Professional Development (CPD) works at the University, what is expected of staff, and how development is supported. CPD is central to the success of the University and the delivery of the [2030 University Strategy](#), particularly the Global Talent strand. We operate in a complex and fast-changing higher education environment, and to remain effective now and in the future, all staff are expected and supported to engage in CPD and continuously develop their knowledge, skills, and behaviours. The University is committed to creating an environment where all staff can access, engage with, and benefit from meaningful CPD throughout their careers.

2. Scope and Application

This guidance applies to all University staff, including those on permanent, fixed-term and part-time contracts. Where requirements differ by role (for example, mandatory qualifications or professional standards), these are clearly outlined in the relevant sections of this document.

3. Understanding CPD

3.1 What is CPD?

CPD includes any learning that supports you to develop and improve your effectiveness at work. It is not limited to formal training. A simple principle is: if it helps you learn something new or perform more effectively, it counts as CPD. You can find examples of what counts as CPD on the [CPD Hub](#).

3.2 Getting Started with CPD

A structured approach to CPD involves:



3.3 CPD Expectations

All staff are expected to engage in relevant CPD activities each year as part of maintaining and developing their professional knowledge, skills, and effectiveness in their roles. We do not prescribe a minimum number of CPD hours or days, recognising that shorter, targeted learning activities can be just as valuable and impactful as longer programmes. This approach provides flexibility to reflect different roles, career stages, individual circumstances, and preferred learning methods, while ensuring that every member of staff undertakes meaningful professional development annually.

⚠ Where professional, statutory, or regulatory bodies require CPD to be recorded in hours or credits, these requirements take precedence. Staff should continue to meet those requirements alongside University expectations.

3.4 Making Time for CPD

'Formal' CPD (such as sessions/courses, coaching and accredited programmes) remains an important and highly valuable part of development. However, CPD does not need to involve additional time away from the day job. A considerable proportion of learning happens through everyday work activities, such as problem solving, taking on new tasks, and reflecting on feedback. Embedding learning into day-to-day practice enables staff to continue developing in a way that is both effective and sustainable, without requiring additional time away from their role.

3.5 Inclusive and Accessible CPD

The University is committed to providing CPD that is inclusive, accessible, and equitable. We recognise that staff have unique needs, circumstances, and learning preferences. Reasonable adjustments will be made where required, including:

- Flexible delivery formats.
- Adapted learning materials.
- Alternative timings.
- Additional support.

4. Finding, Accessing and Recording CPD

4.1 Finding CPD Opportunities

The [CPD Hub](#) is a central space for exploring, booking, tracking, and reflecting on development opportunities. It provides a clear and accessible 'one-stop shop' for CPD.

4.2 Approval for CPD

✅ Staff should agree participation in formal CPD activities with their line manager before booking. Some CPD opportunities may require nomination or approval from School Deans or Service Directors.

4.3 Recording CPD

Staff are expected to record their CPD in [MyHR](#) (MyLearning) their personal dashboard. Recording CPD:

- Provides a clear record of learning and development.
- Supports meaningful PDPR discussions.
- Helps the University understand engagement and impact.

💡 CPD booked and completed through MyHR is recorded automatically. CPD activities not booked through MyHR should be added manually, to find out how, please see below.

Support materials:

- Short guidance video [here](#).
- Step-by-step guide [here](#).

4.4 Attendance and Commitment

⚠ Once CPD is booked through MyHR, attendance is expected. Non-attendance or late cancellations wastes time and resources and may result in a £50 charge to the staff members School or Service, except in genuine exceptional circumstances.

4.5 Evaluating Impact

Staff are encouraged evaluate all CPD activity and reflect on what has changed because of their learning, including improvements in skills, confidence, behaviour, and outcomes. At a University level, CPD data is used to understand engagement, identify trends and inform the future CPD provision.

5. Roles and Responsibilities

Creating a learning culture relies on clear roles and shared responsibility across the University.

5.1 Expectations of All Staff

All staff are expected to:

- Take ownership of their CPD.
- Attend and engage in relevant development activities.
- Record and reflect on CPD.
- Apply learning in practice.

5.2 Expectations of Line Managers

Line managers play a key enabling role with their staff and are expected to:

- Support CPD as a normal part of working life.
 - Enable CPD to take place during working hours where feasible.
 - Hold CPD and career conversations with their staff.
 - Agree and review CPD priorities.
 - Encourage the application of learning.
- 💡 Managers are also expected to role model CPD through their own development.

5.3 Expectations of Senior Leaders

Senior leaders are responsible for creating the conditions in which CPD can thrive by:

- Championing CPD as a strategic priority.
- Embedding CPD into School and Service strategic planning.
- Ensuring fair access to CPD opportunities.
- Using workforce data to inform CPD priorities.
- Holding line managers accountable for developing their staff.
- Ensuring appropriate resources and time are available for staff to engage with CPD.

6. CPD and Key Processes

6.1 CPD and PDPR

CPD is a vital component of the [Personal Development and Performance Review](#) (PDPR) process, providing a structured opportunity for staff and their line manager to review development activity, assess its impact, and agree future CPD priorities. During PDPR discussions, staff expected to:

- Reflect on the impact of CPD activities completed since their last PDPR.
- Discuss what has been learned and how this learning has been applied in the workplace.
- Identify future CPD needs aligned to their role, career aspirations, and School or Service priorities.

Line managers are responsible for ensuring that development-focused conversations take place during PDPR process, are meaningful, and maintain a clear emphasis on continuous learning and improvement. Senior leaders are accountable for monitoring the completion and overall quality of the PDPR processes within their areas, ensuring that CPD is consistently embedded and effectively supported.

6.2 CPD and Career Development

CPD plays a key role in supporting career development, alongside [talent management](#) and succession planning. By engaging in relevant CPD, staff build the knowledge, skills and behaviours needed for both their current roles and future progression.

- Line managers are responsible for supporting development through regular, open 'coaching-style' career conversations with their staff, typically as part of the PDPR process. These discussions should focus on CPD, career aspirations and development priorities.
- Staff are expected to actively engage in these career conversations and use CPD to support their ongoing career progression.

6.3 Induction and Onboarding

Development is a key part of effective [induction](#). Managers are responsible for ensuring new staff complete [mandatory training](#) within agreed timescales (usually **30 days** from their start date), and staff are expected to actively engage in their early learning and complete mandatory training on time.

7. Mandatory Training, and Qualifications

7.1 Mandatory Training

✓ All staff must complete [mandatory training](#) (and refreshers) within agreed timescales, with some flexibility for exceptional circumstances.

⚠ Non-completion within agreed timescales may be addressed through HR processes.

⚠ Schools and Services are expected to maintain a minimum completion rate **90%** across each mandatory module, with some flexibility for exceptional circumstances.

7.2 Health and Safety Training

- Please click [here](#) to learn more about how the University meets its legal responsibilities to provide staff, students, and others with the necessary health and safety information, instruction, training, and supervision to ensure safe working and learning environments.

7.3 Qualifications and Role Requirements

- All academic staff are required to complete appropriate teaching and/or doctoral qualifications where these are specified for their role.
- All people managers are expected to achieve [Chartered Manager](#) (CMgr) status as part of their ongoing professional development.
- All staff are expected to complete any additional mandatory or role-specific training within agreed timescales, ensuring they maintain the knowledge and skills required for their role.

8. Funding, Study and Support

8.1 Funding for CPD

CPD activities may be funded through these primary routes: the [Apprenticeship Levy](#) and School, Service or University-wide development budgets. Schools and Services are responsible for supporting development needs specific to their area, ensuring alignment with local priorities and workforce requirements. Apprenticeship Levy funding is available to support staff in gaining qualifications while in employment. Programmes must be directly relevant to the individual's role and contribute to their current responsibilities and/or future progression within the University.

8.2 How Funding Decisions are Made

Funding decisions should be made in a fair and consistent way, considering:

- Organisational need and strategic priorities.
- Value for money.
- The relevance of CPD activity to the staff member's role and career development.

⚠ Requests for funding that are not related to the individual's role are unlikely to be approved.

⚠ The University reserves the right to withdraw funding where satisfactory progress is not being made.

8.3 Time Off and Expenses

- ✓ Staff may be supported to take time off for CPD were agreed with their line manager. Where learning takes place during working hours, attendance is normally supported without the need to make up time.
- ✓ Time off to complete assessments is encouraged and may be agreed at the line manager's discretion, considering operational needs. Further guidance for specific programmes (e.g. CMI) is available in the relevant section of this document.

- ✓ Expenses for external CPD may be reimbursed in line with the University's expenses policy, subject to prior approval from the line manager and/or budget holder.

8.4 Fee Repayment

Where a programme of study is funded by the University (either internally or externally), staff who withdraw from their programme early, or leave the University within a defined period after completion, may be required to repay some or all the associated costs. This is at the discretion of the line manager and according to the guidelines below:

- If a staff member withdraws from their programme early, whether whilst still employed by the University or due to resignation or retirement, 100% of the fees will be reclaimed.
- If a staff member leaves the University within 12 months of completing their period of study, 100% of the fees will be reclaimed.
- If a staff member leaves more than 12 months but less than 24 months after completing their period of study, 50% of the fees will be reclaimed.
- If a staff member leaves 24 months or more, but less than 36 months after completing their period of study, 25% of the fees will be reclaimed.
- If a staff member leaves 36 months or more after completing their study, no fees will be reclaimed.

⚠ Where fees are reclaimed, repayment will normally be deducted from the staff member's final salary or agreed to be repaid in consultation with HR.

⚠ Fee repayment does not apply to Apprenticeship Levy-funded programmes, or to mandatory or role-required study, including PGCHE, PhD and required CMI qualifications.

9. Chartered Manager (CMgr)

9.1 Expectation for Managers

All managers are expected to achieve Chartered Manager (CMgr) status as part of their professional development.

- 💡 Part-time staff may require a longer timeframe to complete CMgr requirements.

9.2 Non-Manager Participation

Where CMgr is not a role requirement but would support an individual's development, participation may be approved by the relevant School Dean or Service Director. In such cases, programme costs (and optional CMI membership) will normally be funded by the School or Service and should be agreed through CPD plans and/or the PDPR process.

9.3 Exemptions

Exemptions from CMgr requirements will only be considered in exceptional circumstances, for example where an individual has formally notified the University of their intention to retire or step down from a managerial role.

9.4 Deferral or Suspension

In some circumstances, managers may be able to defer or temporarily suspend participation in CMI programmes and achieving CMgr status. This may include:

- New starters who join after the start of a CMI programme.
- Managers in role for less than one year.
- Periods of long-term absence (e.g. sickness).
- Planned extended leave (e.g. maternity, adoption or unpaid leave).
- Eligibility for CMgr fast-tracking based on existing qualifications and relevant experience.
- Significant work pressures, approved and supported by the School Dean or Service Director

9.5 Time for CMI Assessments

Time to complete CMgr assessments is normally supported during standard working hours, subject to agreement with the line manager. As a guide, each assessment typically requires around three days for Level 5 or four days for Level 7. This time should be planned in advance through discussion between the staff member and their manager.

10. Getting Help

HR People & Organisational Development can provide advice and support on CPD planning, funding options, career development conversations, reasonable adjustments, and use of the CPD Hub and MyHR. Please find our contact details below:

- Email: people@hud.ac.uk
- MS Teams: People & Organisational Development
- Tel: 01484 47 2799

