

Teaching Staff and Education Career Track Staff Career Development Review Scheme 2019-2020

CDR meetings this year are almost certain to focus in particular on the C-19 crisis and its consequences for our work. It would be very helpful if you could use the CDR form to note down any key points related to this – i.e. so that we can collate this information centrally and take it into account as we move forward

1. INTRODUCTION

The School expects that all salaried teaching staff above a certain band and all education career staff receive good advice on progressing their careers from the Head of Department (HOD) or other senior colleagues.

For ECT staff, this CDR guidance applies to staff that are not on probation. ECT staff on probation should follow the Education Probationary Review Scheme, available [here](#). **Purpose of Career Development Review (CDR) meetings**

The principal purpose of CDR meetings is to provide constructive advice to teaching staff and education career track staff on the development of their careers.

Teaching staff and education career track staff are expected to be pro-active in managing their own careers. However the School and senior staff also have a responsibility to provide appropriate support. The Scheme has been designed to reflect the School's commitment to ensuring that staff receive good advice in relation to their career and professional development. The scheme should serve the needs of individual staff. For those subject to a probationary period, it enables HODs or their nominee to manage the development of staff toward their probation, and in that context, flag at an early stage any issues of possible concern. For those not subject to a probationary period, it enables HODs or their nominee to provide advice with respect to further career development.

The CDR meeting is intended to allow for an open and constructive exchange of views of the performance, achievements and contributions of the staff member. It also provides a space for broad reflection on further development needs in relation to longer term career planning. This is also a time when plans for training and development opportunities, but also personal issues such as parental leave and elder care, sickness and disability that may affect career planning can be discussed sensitively. Human Resources can provide support and guidance on such issues.

2. ELIGIBILITY AND FREQUENCY OF MEETINGS

Who should have a Career Development Review meeting and how frequent are meetings?

All Assistant Professorial Lecturers, Associate Professorial Lecturers, as well as Course Tutors, and other salaried staff of Band 7 or higher who are engaged on teaching terms and conditions. This excludes teaching staff within the Language Centre who will be covered by other appropriate CDR guidance. These meetings should be held annually.

CDRs for Professorial Lecturers are biannual. There is also an expectation on the part of the School that Professorial Lecturers will be meeting regularly with the HOD as they collaborate in leading on education in the department.

Who should hold the Career Development Review meeting?

The expectation is that CDR meetings are normally conducted by the HOD. Particularly in large Departments, the HOD can delegate responsibility to their nominee (e.g. a Deputy HOD). Nominees must be of sufficient seniority.

3. THE CDR PROCESS

At the start of the academic year, HR will send all departments and centres a list of staff who are due a CDR that session according to the rules above. The department should review the list and ensure that it is correct and inform HR of any changes. HODs/RCDs should then ensure that CDR meetings are scheduled in.

Please note that **the CDR form can be submitted at any point in the academic year**, i.e. it is not necessary to wait until the deadline is approaching to arrange CDR meetings.

The next stages are as follows:

Stage 1 - The preparation by the member of staff of a self-evaluation statement for section A of the CDR form

The self-evaluation statement provides the member of staff with the opportunity to write a rounded overview of their performance, achievements and contributions. It is expected that this statement will be supported by feedback from different sources. The Teaching and Learning Centre can work with staff on how to evaluate teaching via a mix of sources of feedback across the different areas of education that are captured in the CDR form.

Within the framework of headings for discussion, the scheme is deliberately non-prescriptive about the detail to be covered in the CDR meetings. Departments are free to tailor the discussion to suit the individual's career stage and the nature of their educational contribution and role profile.

The CV submitted here should be in the [CV template for ECT promotions](#).

Stage 2 - A meeting with the HOD or their delegate

The meeting provides an opportunity for an open exchange of views and the confidential discussion of relevant issues. The Reviewer should ensure that the colleague under review is aware of Department and School priorities.

Stage 3 - The preparation by the HOD or their delegate of an evaluative statement for section B of the [CDR form](#)

After the meeting, the Reviewer will fill in section B evaluating the performance, achievements and contributions of the member of staff. Where a member of staff being reviewed disagrees with the evaluation, they have the right for their disagreement to be noted in a supplementary document.

Stage 4 - The co-production of a summary of agreed action points in section C of the [CDR form](#)

The Reviewer will produce a summary of mutually agreed upon action points arising from the meeting, which will be recorded in section C of the CDR form.

Stage 5 – Signing off the form

The form and any attachments must be signed off by the staff member being reviewed, the Reviewer and the HOD (if not the same as the Reviewer). The report will then be forwarded to Human Resources for monitoring by the VCAC and PDFD, who will follow up with Heads of Department where additional steps need to be taken with regards to the content of particular reviews.

Training needs arising from the CDR

LSE Teaching and Learning Centre (TLC) coordinates the School's Academic Development Programme and the schedule of events provides a range of training opportunities, which can act as a prompt for the discussion of training needs as part of the CDR. TLC departmental advisers can also work with staff on developing individual development plans. Members of staff and HODs should be proactive in contacting TLC and Research Division in these matters.

In addition, TLC will invite all staff to regular meetings to share practice and build impact. Attendance is not compulsory, but it will offer staff opportunities for further development, such as through funding for projects or attendance at externally provided events, conferences or courses.

4. MONITORING AND IMPLEMENTATION

The VCAC, in conjunction with Human Resources, will keep the CDR scheme under review and report annually on its implementation and effectiveness to the Appointments Committee.

The CDR form will normally be seen only by the member of staff, their Reviewer and the HOD (if not the same person as the Reviewer), as well as, subject to the HOD's discretion, the Professoriate. The CDR form is also seen by the VCAC for monitoring purposes and by the Pro-Director (Faculty Development) and Pro-Director (Education) for supporting the work of HODs.