**Continuing professional development (CPD)**

**The information below is taken from the HCPC website 1st July 2014 please continue to view the website for up to date information** [**http://www.hpc-uk.org/registrants/cpd/**](http://www.hpc-uk.org/registrants/cpd/)

This section explains our standards for continuing professional development (CPD), and sets out useful information for registrants who have been chosen for CPD audit.

We define continuing professional development (CPD) as ‘a range of learning activities through which health and care professionals maintain and develop throughout their career to ensure that they retain their capacity to practice safely, effectively and legally within their evolving scope of practice’. Put simply, CPD is the way professionals continue to learn and develop throughout their careers so they keep their skills and knowledge up to date and are able to work safely, legally and effectively.

Registrants must undertake CPD to stay registered with us. We have set CPD standards which say registrants must:

1. maintain a continuous, up-to-date and accurate record of their CPD activities;
2. demonstrate that their CPD activities are a mixture of learning activities relevant to current or future practice;
3. seek to ensure that their CPD has contributed to the quality of their practice and service delivery;
4. seek to ensure that their CPD benefits the service user; and
5. upon request, present a written profile (which must be their own work and supported by evidence) explaining how they have met the standards for CPD.

Whenever a profession renews its registration, we randomly audit (check) the CPD of 2.5 per cent of professionals from that profession. Those registrants who are chosen for audit must submit a CPD profile to show how their CPD meets our standards.

**This means the following:**

* **You must keep a record of your CPD, in whatever format is most convenient for you.**
* You must make sure your CPD is a mixture of different kinds of [activities](http://www.hpc-uk.org/registrants/cpd/activities/) – not just one kind of learning – and that it’s relevant to your work. It could be relevant to your current role or to a planned future role.
* You should aim for your CPD to improve the quality of your work. It may not actually improve your work, due to factors beyond your control, but when you choose your CPD activities you should intend for them to improve your work.
* You should aim for your CPD to benefit service users. As above, you may not be able to make sure that this happens, but you should have the intention of benefiting service users. Depending on where and how you work, service users might include patients, clients, your team, or students.
* If you are chosen for audit, you need to send us a CPD profile to show how you have met our standards.

**The standards also mean the following**

* You can make your own decisions about the kinds of [CPD activities](http://www.hpc-uk.org/registrants/cpd/activities/) that are relevant to your role and your work. For example, CPD activities could include going on secondment, in-service training, mentoring, or reading or reviewing journal articles.
* You may decide that you could meet our standards by taking part in a scheme run by your professional body or your employer. You might add to this with other activities, or you could structure your own CPD activities around your personal development plan. Our standards give you the flexibility to plan your own CPD in a way that suits your work, your learning needs, your preferences, and the time and resources available to you.
* Your development is now formally recognised as an important part of being registered. This gives individual health and care professionals or organisations the opportunity to campaign for greater support and recognition of your CPD activities, from your employers and other organisations.

**A flexible approach**

Our flexible approach means that your CPD can take account of how you work, whether part-time or full-time, whether in the NHS or in private practice, whether dealing with patients or in management, education or research (or anywhere else). Our standards mean that you can plan your CPD activity to take account of your changing needs. You just need to make sure that your CPD meets our standards.

**Renewing your registration**

When you [renew your registration](http://www.hpc-uk.org/registrants/renew/), you need to sign to confirm that you have met our standards for CPD. Each time a profession renews its registration, we audit a random sample of those professionals to make sure our standards are being met. If you are audited, we will write to you and ask you to send us information showing how you have met our CPD standards over the previous two years.

**Putting your CPD Profile Together**

The main parts of your CPD profile will be:

* a summary of your practice history for the last two years (up to 500 words);
* a statement of how you have met our standards of CPD (up to 1500 words); and
* evidence to support your statement.

**Writing the summary of your practice history**

Your summary should describe your role and the type of work you do. The summary should include your main responsibilities, identify the specialist areas you work in and identify the people you communicate and work with most.

It may be appropriate to base this part of your CPD profile on your job description.

When you have written your statement about how you meet our standards for CPD (see the following explanation), you may find it helpful to go back over your summary of work, to make sure that it clearly explains how your CPD activities are relevant to your future or current work.

**Writing your statement**

When you write your statement, we expect you to concentrate most on how you meet standards 3 and 4 – how your CPD activities improve the quality of your work and the benefits to service users.

Below, we have suggested how you might want to approach writing your
statement.

**Using your personal development plan**

We know that not all health and care professionals have a personal development plan – you may be self-employed, or your employer may not work in this way. But if you do have a personal development plan, you may find it useful to use this as a starting point for writing your statement. If you do not already have a personal development plan, you may find it useful to develop one and to use this approach.

Most personal development plans involve identifying:

* learning needs;
* learning activities;
* types of evidence; and
* what you have learnt.

You could write a statement on how you have updated your knowledge and skills over the last two years, and what learning needs you have met. You may find it helpful to identify three to six points that have contributed to the quality of your work.

These areas will have been identified through your personal development plan or a review of your role or performance. If you have a personal development plan, you can provide this as part of your evidence.

If you run your own private practice, and you have a business development plan or a similar document, then you may find this a useful starting point for writing your own statement.

**Using the standards**

If you do not have a personal development plan, or if you would prefer to use another approach to write your statement, you could start with our standards. Using the information we have provided about our standards for CPD, write about how you have met each one. You could split your statement into sections, and dedicate each section to one of our standards.

**Your supporting evidence**

You do not need to send us the full record of all your [CPD activities](http://www.hpc-uk.org/registrants/cpd/activities/). In fact, we strongly encourage you not to do so. You may send us a chronological list of all your activities within the audit period, but this should be no more than a sheet or two long, with a brief description of activities and corresponding dates. You can then choose a range of activities from the list to provide evidence for.

Please ensure that you provide evidence for any activities you refer to in your personal statement. All evidence you include to support your CPD profile should be listed in the ‘summary of supporting evidence’.

[**Examples of Evidence of CPD**](http://www.hpc-uk.org/registrants/cpd/evidence/)

**Amount of evidence needed**

In your personal record of [CPD activities](http://www.hpc-uk.org/registrants/cpd/activities/) you may have a large amount of evidence relating to certain activities. However, you do not need to send us all of this information. You need to look at the information you have, decide which activities show how you meet our standards, and then decide what evidence to send to us. You should refer to the assessment criteria in our document, Continuing professional development and your registration

Make sure you have provided relevant supporting information to show how you meet each of the standards. We do not have detailed guidelines on how much evidence you should send us. But you should bear in mind that the CPD assessors will need to see enough information to be sure that the CPD activity has taken place.

**CPD Activity Examples**

[**http://www.hpc-uk.org/registrants/cpd/activities/**](http://www.hpc-uk.org/registrants/cpd/activities/)

This list should give you an idea of the kinds of activity that might make up your continuing professional development.

**Work based learning**

* Learning by doing
* Case studies
* Reflective practice
* Clinical audit
* Coaching from others
* Discussions with colleagues
* Peer review
* Gaining, and learning from, experience
* Involvement in wider work of employer (for example, being a representative on a committee)
* Work shadowing
* Secondments
* Job rotation
* Journal club
* In-service training
* Supervising staff or students
* Visiting other departments and reporting back
* Expanding your role
* Analysing significant events
* Filling in self-assessment questionnaires
* Project work or project management
* Evidence of learning activities undertaken as part of your progression on the Knowledge and Skills Framework

 **Professional activity**

* Involvement in a professional body
* Membership of a specialist interest group
* Lecturing or teaching
* Mentoring
* Being an examiner
* Being a tutor
* Branch meetings
* Organising journal clubs or other specialist groups
* Maintaining or developing specialist skills (for example, musical skills)
* Being an expert witness
* Membership of other professional bodies or groups
* Giving presentations at conferences
* Organising accredited courses
* Supervising research
* Being a national assessor
* Being promoted

 **Formal / educational**

* Courses
* Further education
* Research
* Attending conferences
* Writing articles or papers
* Going to seminars
* Distance learning
* Courses accredited by professional body
* Planning or running a course

 **Self-directed learning**

* Reading journals / articles
* Reviewing books or articles
* Updating knowledge through the internet or TV
* Keeping a file of your progress

 **Other**

* Public service
* Voluntary work
* Courses

This list is not intended to be exhaustive and the Council's intention is that the registrant will make a professional judgement as to which type and frequency of activity will allow them to meet the standards. Thus, the CPD scheme is based on on-going learning and development and focuses on the individual's learning achievements and how these have been reflected in their clinical practice and service delivery, either directly or indirectly.

**CPD Evidence Examples**

The following are examples of types of evidence for continuing professional development.

**Things you may have produced**

* Information leaflets
* Case studies
* Critical literature reviews
* Adapted user / student notes
* Policy or position statements
* Discussion documents
* Procedural documents
* Documents relating to national or local processes (eg schemes for peer review, mentorship or clinical supervision)
* Recent job applications
* Reports (eg on project work, clinical audit, reviews of activity)
* Business plans
* Protocols
* Guidance materials (eg for service users, colleagues or students)
* Clinical audit tools
* Clinical guidelines
* Course assignments
* Action plans
* Course programme documents
* Presentations
* Articles produced for publication
* Questionnaires
* Research papers/proposals / funding applications / ethical approval applications
* Induction materials for new members of staff
* Learning contracts
* Contributions to work of a professional body
* Contributions to work of a special interest group

 **Materials demonstrating reflection and evaluation of learning and practice**

* Profiles drawn from learning portfolios
* Adapted documentation arising from appraisal, clinical supervision, job evaluation, compliance with locally-implemented competence frameworks.
* Documentation from compliance with local or national CPD schemes
* Evaluation of courses / conferences attended
* Personal development plans
* Documented and approved claims for academic credit for prior or experiential learning

 **Materials acquired from others**

* Testimonies
* Letters from users, carers, students or colleagues
* Course certificate