Ag Rialáil Gairmithe Sláinte agus Cúraim Shóisialaigh
Regulating Health + Social Care Professionals

Continuing Professional Development

Standard and Requirements for Occupational Therapists

An Chomhairle um Ghairmithe Sláinte agus Cúraim Shóisialaigh

Health and Social Care Professionals Council

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Glossary of terms

Act	Health and Social Care Professionals Act, 2005 (as amended).
Code	The Code of Professional Conduct and Ethics adopted by the Registration Board of that profession.
Continuing professional development (CPD)	Continuing professional development is the means by which health and social care professionals maintain and improve their knowledge, skills and competence, and develop the professional qualities required throughout their professional life. CPD is an integral component in the continuing provision of safe and effective services for the benefit of service users. CPD requires engagement by the health and social care professional in a range of learning activities on an on-going basis.
Council	The Health and Social Care Professionals Council, established under the Health and Social Care Professionals Act, 2005 (as amended).
CORU	The statutory body responsible for regulating health and social care professionals, comprising the Health and Social Care Professionals Council and the registration boards to be established under the Health and Social Care Professionals Act, 2005 (as amended).
CPD process	The four stages that the registrant undertakes to meet the CPD requirements – review; plan; implement and document. Reflection and evaluation are an integral part of each stage of the process.
CPD credit	The unit of measurement related to learning activities. The norm is 1 hour of learning equates to 1 CPD credit. Registrants are required to complete 30 credits in a 12 month period.
Designated profession	A designated profession is one of the twelve professions set out in the Health and Social Care Professionals Act 2005 (as amended).
Fitness to practise	Fitness to practise is the process, under part 6 of the Health & Social Care Professionals Act, 2005, to establish whether a registrant is fit to practise his or her profession, and if a registrant is not fit to practise to find the appropriate measure to remedy the impairment to practise.
Learning activity	Any activity where the professional is learning.
Professional qualities	Professional qualities for a health and social care professional are the attitudes and behaviours that are relevant to their role.
Personal learning plan	A Personal learning plan sets out the professional learning and development needs of the registrant and details how the registrant plans to address those needs by undertaking a number of appropriate CPD activities.

Plagiarism	Plagiarism is falsely attributing someone else's written or creative work, in whole or in part, as one's own without the appropriate acknowledgement.
Portfolio	The portfolio for CPD is a structured presentation of evidence of compliance with the CPD standard and requirements by the individual registrant.
Professional practice and practice setting	A written description of registrant's current role and practice setting, highlights main responsibilities, specialist areas of work and describes service users.
Professional supervision	It is an interactive process between two or more practitioners within a safe/supportive environment, designed to enable a continuum of reflective critical analysis of care, to ensure quality health and social care services.
Professional misconduct	Professional misconduct, in relation to a registrant of a designated profession, means any act, omission or pattern of conduct of the registrant that is a breach of the Code of Professional Conduct and Ethics adopted by the Registration Board of that profession.
Record of CPD activities	A record of all the learning activities completed by the registrant. It includes a brief description of each activity, the date the activity was undertaken, the CPD credits allocated to each activity, a reference to supporting documentation and a statement of the learning gained as a result of the learning activity.
Reflective practice	Reflective practice is the engagement of the practitioner in analysis of experiences leading to new insights into him/herself and/or his/her practice. It is one of the defining characteristics of professional practice.
Register	A register established and maintained under Section 36 of the Health and Social Care Professionals Act, 2005 (as amended).
Requirements	CPD requirements set out how a registrant must demonstrate compliance with the CPD standard.
Registrant	In relation to a designated profession, this means an individual whose name is currently on the register of members of that profession.
Registration board	A Board established under Section 26 of the Health and Social Care Professionals Act, 2005 (as amended).

Standard	The CPD standard is contained in the Code of Professional Conduct and Ethics adopted by the Registration Board of that profession. It states that registrants must make sure their knowledge, skills and performance are of a high quality, up to date and relevant to their practice, and that registrants are required to maintain and develop professional competence by participation in continuing professional development.

1.0 Introduction

1.1 About CORU and the Registration Boards

CORU is the name of the body responsible for regulating health and social care professions. It comprises the Health and Social Care Professional Council (the Council), established in 2007, and the 12 registration boards established under the Health and Social Care Professionals Act, 2005 (as amended) (the Act). CORU's role is to protect the public by promoting high standards of professional conduct, professional education, training and competence amongst the following professions:

Clinical Biochemists	Physiotherapists
Dietitians	Psychologists
Medical Scientists	Radiographers
Occupational Therapists	Social Care Workers
Orthoptists	Social Workers
Podiatrists	Speech and Language Therapists
Optometrists	Dispensing Opticians

1.2 CPD and the regulatory context

Under Section 27 of the Health and Social Care Professionals Act, 2005 (as amended), one of the functions of a registration board is to give guidance and support to registrants concerning continuing professional development (CPD). The Act empowers a registration board to adopt CPD requirements in exercising its function of protecting the public, by fostering high standards of professional conduct and professional education, training and competence among registrants of that profession.

The Code of Professional Conduct and Ethics adopted by the Registration Board of that profession confirms the responsibility of each registrant to keep their knowledge, skills and performance up to date, of a high standard and relevant to their practice. According to the Code registrants must participate in CPD on an on-going basis and comply with the CPD requirements of their registration board. If a registration board finds that a registrant is not compliant with its CPD standard and requirements it can make a complaint to the Council on the grounds of professional misconduct. Any person, including employers or member of the public is also entitled to make a complaint to the Council in relation to the failure to comply

with the CPD standard.

1.3 About this document

This document sets out a framework for Continuing Professional Development (CPD) for the designated professions. The objective was to develop a uniform but flexible framework for CPD, designed to accommodate the diversity of health and social care professions under the remit of the Act. The framework should be read in conjunction with the Code of Professional Conduct and Ethics.

The development of the framework followed a national and international review of professional regulatory provision for health care and non-health care professions. The review led to the establishment of a number of principles for the development of a CPD framework for the designated professions. The framework is based on setting the standard and requirements for CPD.

1.4 Principles for the development of a CPD model

The following principles for the development of a CPD model for the designated professions were adopted by Council following the review of national and international regulatory provision (*The Development of a Continuing Professional Development Model for Registrants under the Health and Social Care Professionals Act, 2005 (as amended). Phase 1: Research*. December 2012)

1. CPD is a requirement under the Code of Professional Conduct and Ethics adopted by the Registration Board of that profession. The CPD model should be appropriate for all registrants of the designated professions regardless of occupational role, career stage or employment sector. Requirements should be established, setting out the minimum CPD requirements for registrants.

2. The CPD model should be directed towards the protection and safety of the public, the improvement of patient care and the maintenance and development of the professional competence of registrants.

3. The model should provide a cost-effective, systematic, cyclical process for maintaining professional competence. It should include a self-directed review of knowledge, skills and personal qualities; the identification of learning needs; the development of a personal learning plan and self-reflection on progress towards meeting the learning needs and the impact on practice and service delivery.

4. Each health and social care professional bears ultimate responsibility for both maintaining and demonstrating professional competence (as guided by the Act, the Standards of Proficiency and the Code of Professional Conduct and Ethics adopted by the Registration Board of that profession).

5. The CPD model should reflect the fact that professionals at different stages of their careers have different professional development needs and that maintaining competence is a process that continues over the course of an entire career, adapting to changes in practice, professional activities and the needs of the health and social care system.

6. A broad, flexible range of learning styles and activities should be recognised for CPD purposes, including work-based activity, professional activity, formal education and self-directed learning. Registrants should engage in a balance of such learning activities.

7. The CPD model should be easy to follow and understand. The design of the model should be flexible so that CPD can be tailored to individual needs and integrated with workplace requirements, professional tasks and roles. Documentation of CPD should be clear and concise, maximising the use of electronic technology.

8. Compliance with the CPD standard should be confirmed by a registrant's annual declaration of compliance with that profession's Code of Professional Conduct and Ethics and that he/she continues to be competent to practise.

9. Registrants should be supported by the provision of clear guidance materials and supports.

10. The CPD model and its governance should be developed in collaboration and consultation with the relevant stakeholders and referenced against best practice in Ireland and internationally.

1.5 Acknowledgements

Association of Occupational Therapists of Ireland, Continuing Professional Development Portfolio (2009); Health and Care Professions Council, UK; Health Service Executive Health and Social Care Professionals Education and Development Advisory Group, Continuing Professional Development Statement (2012); Health Service Executive Therapy Project Office, Individual CPD Planning Tool (2008); Kolb, David A. (1984) Cycle of Experiential Learning; and the ongoing involvement of professional bodies of each of the designated professions.

2.0 CPD Standard and Requirements

2.1 Background

Under the 2005 Act one of the functions of a registration board is to give guidance and support to registrants on continuing professional development.

The Code of Professional Conduct and Ethics adopted by the Registration Board of that profession specifies the standards, ethics and performance expected of registrants. The Code specifies that registrants must keep their professional knowledge and skills up to date, of a high quality and relevant to their practice. The Code requires registrants take part in CPD on an on-going basis to maintain records of their CPD activity and comply with the registration board's requirements.

2.2 What is CPD?

Continuing professional development is the means by which health and social care professionals maintain and improve their knowledge, skills and competence, and develop the professional qualities required throughout their professional life. CPD is an integral component in the continuing provision of safe and effective services for the benefit of service users. CPD requires engagement by the health and social care professional in a range of learning activities on an on-going basis.

2.3 The registrant's responsibility

It is widely recognised that health and social care professionals are actively involved in continuing professional development. However, the Code of Professional Conduct and Ethics adopted by the Registration Board of that profession places a requirement on all registrants to take part in CPD. Once registered, there is a duty on each registrant to engage in CPD.

The Code does not specify what CPD a registrant must undertake. It is the responsibility of the individual registrant to make decisions about the kinds of CPD that are relevant to their role and responsibilities and to maintain relevant records. The framework presents the CPD standard and the requirements that each registrant must meet. The standard and requirements are the same for all registrants irrespective of whether they work in the public or private sector or whether they are in full-time or part-time employment. Failure to comply with the standard and requirements may result in a complaint to the Council.

2.4 Why is CPD important?

Active engagement in CPD is critical to ensuring that registrants continue to have up to date knowledge and skills to deliver a safe and effective service to service users. The registrants' practice must be guided by changes in work methods, in technology, in research, in roles and in legislation. Evidence of CPD is important because it provides the mechanism for registrants to reassure the Board, on behalf of the public, that they are maintaining their professional standards.

2.5 CPD Standard

The Code of Professional Conduct and Ethics adopted by the Registration Board of that profession, under the section Standards of Performance, states that the registrant must make sure that his/her knowledge, skills and performance are of a high quality, up to date and relevant to their practice. Registrants are required to maintain and develop professional competence by participating in continuing professional development on an ongoing basis. This standard applies to all health and social care registrants.

2.6 CPD requirements

1. A registrant must engage in a range of CPD activities on an ongoing basis.

2. A registrant must complete 30 CPD credits in a 12 month period.

3. A registrant must demonstrate that their CPD activities are relevant to their professional role and mindful of current and future practice. CPD should be based on a self-directed review of their knowledge, skills, performance and professional qualities in the context of their professional practice

4. A registrant must maintain an up to date CPD portfolio. The CPD portfolio must include:

    - Description of current professional role and practice setting
    - Personal learning plan
    - Record of CPD activities
    - Reflections on a number of CPD activities
    - Evidence of undertaking CPD activities.

5. A registrant must, upon request from the relevant registration board, submit their CPD portfolio (which must be their own work and supported by evidence) for periodic audits of compliance with the CPD standard and requirements.

The next 3 Chapters explain in detail the CPD process and the CPD portfolio .

3.0 CPD Process

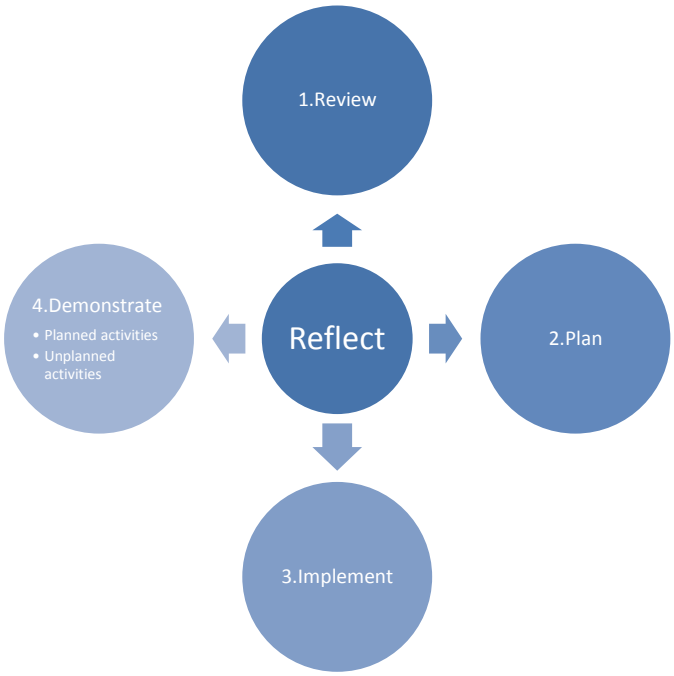
3.1 Overview of the CPD process

The CPD process sets out the stages that the registrant is required to undertake to meet the CPD standard.

There are four stages in the CPD process. Reflection is integral to each stage:

1. Review
2. Plan
3. Implement
4. Demonstrate (planned activities and unplanned activities)

Fig 1.1The four stages in the CPD process



(Adapted from Kolb's Cycle of Experiential Learning) [1]

The 4 stages of the CPD process are presented in sequential order for presentation purposes in the graphic above. However, this does not mean that CPD is a linear process. Additional learning needs can arise at any time during the year and they can be captured in the portfolio. Learning opportunities may arise at any time during the course of the year and they too can be added to the CPD plan. Similarly, registrants are required to maintain records to demonstrate each stage of the CPD process and this should be carried out on an on-going basis and not left until the end of the year.

[1] Kolb, David A. 1984. *Experiential learning: experience as a source of learning and development.* Englewood Cliffs, New Jersey: Prentice Hall.

3.2 CPD stages explained

Stage 1: Review

The Code of Professional Conduct and Ethics state that *each registrant must ensure that their knowledge, skills and performance are of a high quality, up to date and relevant to the registrant's practice.*

The first stage of the CPD process requires the registrant to carry out a self-directed review of their knowledge, skills, performance and professional qualities in the context of their professional role and mindful of current and future practice. Where appropriate this review can be carried out in consultation with a manager, supervisor or colleagues. In addition, there are several documents that a registrant could refer to when carrying out this review. They include: Code of Professional Conduct and Ethics; job description; competency frameworks; performance management review documents; personal development plans; service plans; business plans; departmental plans and reviews; strategic plans; health service strategy and planning documents; service reviews or inspection reports; relevant national strategies and research reports.

The outcome of the review is the identification, by the registrant, of their personal and professional learning needs and the identification of learning outcomes (what do I want to know or be able to do when I have completed the learning activity?) for each learning need. Registrants can prioritise their learning needs so that particular needs can be addressed within the current 12 month period and others may be put on a longer timescale. The needs, outcomes and prioritisation will be recorded in the registrant's Personal Learning Plan, see below.

Stage 2: Plan

The planning stage requires the registrant to identify learning activities that will address the learning needs and learning outcomes identified at Stage 1 - Review. The planning stage can be carried out on one's own or in consultation with an employer, manager, supervisor or colleagues and should result in the development of a Personal Learning Plan (see Template in Appendix 2). The personal learning plan template includes the following headings: learning need; learning outcome; priority; appropriate learning activity and timeframe for activity.

Learning for the purpose of CPD is interpreted in the broadest sense. This understanding acknowledges that individuals often have a preferred approach to learning, that geographical location may be a factor for some registrants and that some registrants work on their own without a manager or colleague. A wide range of learning activities is recognised for the purpose of CPD. See Page 29 for a list of learning activities.

The first requirement states that a registrant 'must engage in a range of CPD activities', not just one kind of learning. Thus, if a registrant filled in their CPD record with only one type of activity (for example, only peer reviews or only mandatory training), this would not satisfy the requirement. Examples of the 'range of activities' for individual professions will be available

on the CORU website.

In addition, the requirement states that CPD should be carried out on 'an on-going basis'. 'On an on-going basis' does not mean that a registrant needs to be continually undertaking CPD activities. It means that a registrant should regularly add to their portfolio. This could include adding a reflection on a learning activity (either planned or unplanned), the addition of a new learning need to the Personal Learning Plan, or adding evidence to the portfolio.

The model is designed to give registrants the flexibility to plan CPD in a way that suits their work, their learning needs, their preferences and the time and resources available to them. It is also designed to encourage registrants to include activities that heretofore they may not have considered to be CPD, for example a discussion with a colleague about a case that led to 'new' learning or learning gained from mentoring a new member of staff or student. Some activities may have started before the beginning of the 12 month period for example post graduate study, and others may carry on after the end of the 12 month period. This can be noted in the CPD record.

CPD activities should be linked to the personal learning needs as much as possible, however, excellent learning opportunities can arise spontaneously (unplanned activities) during the course of work and they too can be added to the CPD plan. See the list of examples of CPD activities on pages 29 - 32.

Stage 3: Implement

This is the stage where the registrant puts the personal learning plan into action.
Registrants are required to complete 30 CPD credits during a 12 month period.
It is the responsibility of the individual registrant to allocate CPD credits to each learning activity.

Generally, one hour of CPD learning activity is equal to one CPD credit.

Here are some examples of credit allocation: one hour spent reviewing a relevant journal article might equate to 1 CPD credit; being an active member of a committee of one's professional body, which meets four times a year, might equate to 8 credits; 7 hours spent on a training course might equate to possibly 6 CPD credits as meal times and breaks should be excluded when assigning credits; discussing a work problem with a colleague might equate to 0.5 credit. The key point when allocating credits is to allocate credits on the basis of 'new' learning as CPD is about enhancing knowledge, skills and professional qualities. One registrant might attend a mandatory health and safety training session and decide that there was no 'new' learning gained while another registrant might attend the same training session and award themselves a number of credits on the basis of 'new' or deepened understanding gained.

The allocation of CPD credits should be supported by evidence that is included in the CPD portfolio. Examples of supporting documentation include: journal reference with relevant personal note/reflection; confirmation of meeting attendance and role from a senior officer along with a reflection of the learning gained from participation on the committee; a certificate of attendance at the training course along with course programme and a short reflection on 'new' learning gained. The description of learning gained should support the number of credits allocated for the activities. See pages 29-32 for examples of appropriate

supporting documentation for a range of CPD activities.

Stage 4: Demonstrate

The fourth stage in the CPD process is where the registrant provides evidence to demonstrate how they have met the CPD requirements. The evidence is presented in the form of a CPD portfolio. The CPD portfolio is a structured presentation of evidence of engagement with the CPD process and must contain the following elements:

1. Professional role and practice setting
2. Personal learning plan
3. Record of CPD activities (planned and unplanned)
4. Reflections on four different learning activities
5. Evidence of CPD learning activities.

The elements of the CPD portfolio are discussed, in detail, in the following chapter.

Reflective Practice

Reflective practice is the process of engagement by the registrant in analysis of experiences leading to new insights into oneself and/or ones practice. Reflective practice is one of the defining characteristics of professional practice. Reflective practice is placed at the centre of the diagram on page 12 emphasising its relationship to each stage of the CPD process – review, plan, implement and demonstrate.

A registrant can be guided in the reflective process by questions such as:

- What new knowledge, skills or insights did I gain from this activity?
- Did the learning activity address the need it was designed to?
- What are the benefits for my service users following this CPD activity?
- How has my practice changed as a result of the learning activity?
- Has this activity highlighted any areas for further development?

Reflection on CPD activities is designed to increase the learning gained from the activity or experience. A reflective practice template is provided in Appendix 2. The questions are designed to encourage the registrant to identify the positives, the impact on one's practice and to identify further learning needs. Registrants are required to include in their CPD portfolio reflections on **four different learning activities** that they have undertaken. This number is deemed to be sufficient to demonstrate to the assessors that the registrant is engaging in the process of reflection.

As an example, a registrant could include reflective practice reports on each of the following learning activities – 1. their experience of mentoring a new member of staff, 2. being a member of a profession-related committee, 3. giving a presentation at a conference, 4. reviewing a book or article, 5. resolving a problem at work in discussion with a colleague, 6. attending a mandatory health and safety training course, 7. undertaking an online training module, 8. attending a seminar on a new piece of equipment/skill. In each case the registrant should identify what the learning activity is, state the need/s it set out to address, identify how well it met the need/s, discuss how the learning impacted on their practice and service delivery and identify what further areas for development were highlighted.

One would expect that most learning activities will have had a positive outcome for the participant. However, if a learning activity has not impacted positively or achieved the desired outcome this reflection is also valid and can be included in the portfolio. In this case the registrant might consider how the need could be addressed in a future learning activity.

3.3 How much CPD is required?

Registrants are required to complete 30 CPD credits in each 12 month period. The registrant is responsible for assigning CPD credits to each learning activity completed.

Some registrants may decide/need to engage in more than the required 30 CPD credits in order to maintain their knowledge, skills and performance at a high level, up to date and relevant to their practice. A surplus of CPD credits in one period cannot be carried forward into the next period.

In recognition of the skill development, the time input and the record management required to keep the CPD portfolio up to date a maximum of 4 CPD credits can be allocated to this activity in each 12 month period.

3.4 Maintaining records

The Code requires registrants "to maintain clear and accurate records of CPD". The CPD records are the registrants evidence of undertaking CPD and keeping their skills, knowledge and performance of a high quality and relevant to practice.

The CPD process is a continuous process of reviewing, planning, implementation, demonstration and reflection. Registrants are responsible for keeping records of each stage of the process in a CPD portfolio. A CPD portfolio template is available in Appendix 2. Registrants may choose to use this template or, an appropriate template may be available from their professional body, employer or other representative body.

Records should be kept by the registrant in perpetuity.

4.0 The CPD portfolio

4.1 What is the CPD portfolio?

The CPD portfolio is the presentation of evidence by the registrant demonstrating how they have met the CPD standard and requirements. Registrants should compile their CPD portfolio on an on-going basis.

The CPD portfolio should include the following elements:

1. Professional practice and practice setting
2. Personal learning plan
3. Record of CPD activities
4. Reflections on CPD activities
5. Evidence of CPD activities.

4.2 The portfolio elements explained

Professional role and practice setting

This is a written description by the registrant of their current professional role and practice setting, their main responsibilities, any specialist areas of work, and the description of their practice setting. The purpose of the description is to enable a clear link between practice setting and learning activities undertaken to be demonstrated.

Personal learning plan

The personal learning plan is the outcome of the self-review of skills, knowledge and professional practice carried out by the registrant (Stage 1: Review of the CPD Process). The personal learning plan should identify the registrant's learning and development needs, prioritise those needs and identify suitable learning activities to meet those needs, setting out how and when they will take place.

Examples of needs could include the development of a particular new skill, the acquisition of a body of knowledge or changing a current work practice. Examples of activities are listed later in this document.

Record of CPD activities

The record of CPD activities is a list of all the CPD activities undertaken by the registrant during the 12 month period. This is best compiled on an on-going basis in table format and should include a brief description of the activity, the CPD credits assigned by the registrant to the activity, the date the activity was completed, the document number assigned to the supporting documentation included in the portfolio and a brief statement on the learning gained from the activity.

Reflections on the CPD activities

Registrants are required to include in their portfolios written reflections on **four different CPD activities** they have undertaken.

The main requirement here is that the registrant selects four different activities and shows how undertaking this activity met their learning needs, how it impacted on their professional practice and on their service users and any areas for future development. A reflective question template is included in Appendix 2.

Evidence of CPD activities

The evidence included in this final section of the CPD portfolio should correlate with and document each of the activities included in the Record of CPD Activities. Evidence can take a variety of forms. Appropriate evidence could include a case study; a business plan; testimonials; personal development plans; record of contributions to work of a professional body; a research paper; a funding application; a link to a published journal article; a copy of a certificate of attendance and the relevant training day schedule; a copy of an examination result; copy of procedural or policy documents.

It should be clear to which CPD activity each piece of evidence is linked. This can be achieved by numbering each piece of evidence and listing it in the appropriate column in the Record of CPD Activities.

Registrants should be mindful of confidentiality issues and ensure that service user details and other confidential information is deleted or redacted. The cover page of minutes with the attendance record will suffice for evidence of attendance at a meeting.

4.3 CPD portfolio template

A portfolio template is provided in Appendix 2. Alternatively, suitable templates may be available from professional bodies, employers or a representative body.

4.4 Anonymity

In order to preserve anonymity registrants must delete/redact any reference to service users names on case studies or any other confidential information when submitting evidence in their CPD portfolio. Do not disclose information which could allow a service user to be identified.

4.5 Plagiarism

Plagiarism is falsely attributing someone else's written or creative work, in whole or in part, as one's own without the appropriate acknowledgement. Plagiarism applies not just to text, but to graphics, tables, formulae, or any representation of ideas in print, electronic or any other medium. This includes information taken from the internet. Registrants should be vigilant at all times to ensure that they avoid plagiarism.

Registrants should also be aware that the Code of Professional Conduct and Ethics adopted by the Registration Board of a designated profession provides the standards applicable to undertaking research in an ethical manner (reference section 2.6 of the Code entitled *Undertake research ethically*). Plagiarism may be deemed as professional misconduct and

thereby the registrant would be in breach of the Code of Professional Conduct and Ethics adopted by the Registration Board of that profession.

4.6 False declaration

Registrants should be aware that the Code of Professional Conduct and Ethics adopted by the Registration Board of a designated profession provides the standards applicable to keeping clear and accurate records all CPD activities (reference section 3.1 of the Code entitled *Keep professional knowledge and skills up to date*). A false declaration of CPD activity may be deemed as professional misconduct and thereby the registrant would be in breach of the Code of Professional Conduct and Ethics adopted by the Registration Board of that profession.

Appendix 1: Examples of learning activities and appropriate supporting documentation

Structured learning activities (formal/professional/work-based)

This list is not exhaustive but gives an idea of the wide variety of learning activities that might contribute to CPD	**Examples of appropriate evidence for learning activities**
Active engagement in research in professional field.	Details of research and verification of your role. Highlight the contribution it makes to your professional role.
Active engagement in supervision or mentoring.	Details of supervision or mentoring experience/programme and the impact on your professional role.
Active involvement in multidisciplinary groups, support groups, development groups and voluntary work.	Outline your contributions to the work of the group, dates of meetings etc. and the impact on your professional role.
Active involvement in working groups or committees associated with professional practice or the development of the profession.	Outline your contributions to the work of the group, dates of meetings etc. and the impact on your professional role.
Active participation in a CORU board, committee or assessment panel.	Contributions to the work of the group and impact on your professional role. Verification of attendance at meetings.
Active participation in professional body.	Contributions to the work of the professional body and the impact on your professional role. Verification of attendance at meetings.
Attending and completing a course or workshop.	Results or certificate of attendance and an evaluation of the course in relation to your professional role.
Attending mandatory training either in-house or externally.	Certificate of attendance and details of new/enhanced learning from course.

Designing and providing a CPD activity for colleagues.	Documentation about activity and evaluation.
Development of information/support resources for service users	Outline basis for development, review of implementation and include a copy/link to resources.
Development of innovative practices	Outline basis for development, review of implementation and evaluation of practices.
Involvement in student practice education and providing placements.	Verification of placement, your contribution to the placement, placement materials and the impact on your professional role.
Job rotation	Report on the job rotation experience and the impact on your professional role and development.
Maintaining a CPD portfolio on a regular basis.	Personal development plan, records of activities, reflections and supporting documentation.
Peer review	Details of review – purpose, date of review, personal learning observations. Registrants should be conscious of confidentiality issues.
Publication of an opinion piece, a clinical audit, a case study or a research article.	Copy of publication.
Review and development of resource materials for public/professional use, e.g. factsheets for professional body website	Context, link to website, review of implementation.
Review of clinical incident and developing action plans for managing the situation if it happened again	Context, copy of action plan and review of implementation.
Specialist lecture, workshop and demonstrations	Promotional literature/programme, confirmation of attendance and contribution to professional role.
Subject-specific conferences	Written evidence indicating relevance of event and certificate of attendance.

Training on placement grading tools and overall assessment of students	Details of training and impact on professional practice.
Undertaking postgraduate education such as a Postgraduate Certificate, Diploma, Masters or Doctorate	Details of programme, results to date, plan for future and the impact on your professional role.
Visit to another department	Report on activity and the impact on your professional role.
Work shadowing	Verification of experience, report on activity and the impact on your professional role.
Writing clinical protocols, policies or procedures manuals	Include copy/link to documents and specify your contribution to their development.

Unstructured learning activities (informal/self-directed)

This list is not exhaustive but gives an idea of the wide variety of learning activities that might contribute to CPD	**Examples of appropriate evidence for learning activities**
Discussions with colleagues	Identify topic discussed, learning gained and the impact on your professional role.
Gaining and learning from experience	Identify experience and your reflections on the experience and the impact on your professional role.
Keeping up to date with research evidence in support of best practice.	Include details of your research, including journal references, book titles, hyperlinks to web pages and identify contribution this research has made to your professional role.
Learning through the use of online resources.	Include details of modules or purpose of search, dates activities were undertaken, hyperlinks to websites, evidence of completion and contribution this study made to your professional role.
Membership of professional networks.	Include details of networks, frequency of meetings, topics discussed. Indicate contribution to professional role.

Professional reading and study, e.g. CORU website and publications, professional publications, journal articles, webinar, on-line libraries, educational videos.	Details of materials read – journal reference, hyperlink to article, website address etc., date accessed and personal notes on contribution to professional role.
Reading and reflecting on literature, case studies, discussion topics, either individually or in a group e.g. journal club.	Indicate dates when activities took place and details of articles, books, discussion topics or case studies. Indicate contribution to professional role.
Reflection on critical incidences or complex cases.	Summary of situation, discussion and outcome. Ensure confidentiality is maintained in documentation.
Sharing information/learning from CPD activities with work colleagues	Copy of presentation/manager signature
Volunteer work/canvassing e.g. voluntary body	Indicate role, frequency of activity, new skills and knowledge acquired and the impact on your professional role.

Appendix 2: CPD portfolio templates

Using the templates for CPD portfolio

The templates on the following pages can be used by the registrant for maintaining their CPD records throughout the CPD process. The five sections are:

1. Professional role and practice setting
2. Personal learning plan
3. Record of CPD activities
4. CPD reflective practice report
5. List of supporting documentations

The registrant can choose to use these templates or if there is a suitable template available from a professional body, employer or other representative body this may also suffice.

Registrants should maintain their CPD portfolio on an on-going basis from the commencement of their registration.

Registrants are reminded to delete/redact any reference to service user's names and personal details and to be cognisant of confidentiality at all times.

Supporting documents should be numbered and included in the CPD portfolio. Registrants should note that CPD portfolios will not be returned so include copies of certificates, examination results, awards etc.

1. Professional role and practice setting

Registration Board	
Registration number with Board	
Name	

Please describe your current professional role and practice setting, your main responsibilities, any specialist areas of work and your service users

I, the undersigned, certify that the information contained in this professional role and practice setting record is correct in all respects.

_____ _____

Signature **Date**

2. Personal learning plan

Registration Board	
Registration number with Board	
Name	

To complete the Personal Learning Plan you should spend some time reflecting on the skills, knowledge and professional qualities that are required to maintain and develop professional competence in your work. Identify the learning and development needs you plan to address during the CPD process, state the desired learning outcomes, prioritise your needs, name the learning activities you will undertake to achieve the desired outcomes and finally, identify a timeframe for each activity. This is your Personal Learning Plan.

Learning need *(knowledge, skill, competency and professional quality)*	**Desired learning outcome** *(I will be able to…. and/or I will understand…..)*	**Priority** *(insert number)*	**Learning activity** *(briefly describe planned CPD activity)*	**Timeframe** *(Identify when activity will take place)*

I, the undersigned, certify that I have personally completed this Personal Learning Plan.

_____ _____

Signature **Date**

2. Record of CPD activities (planned and unplanned)

Registration Board	
Registration number with Board	
Name	

Total number of credits

Registrants will come across numerous learning opportunities during the course of their work that were not planned for when drawing up the Personal Learning Plan. These unplanned and often extremely valuable learning experiences can be added to the Record of CPD activities when completing the table below. The learning gained from the activity should provide enough information to justify the number of credits awarded. It is likely that activities involving a large number of credits will result in a longer description of learning gained.

No. of activity	**Title of learning activity**	**Number of CPD credits assigned**	**Completion date**	**Supporting evidence number**	**Learning gained from activity or opportunity**
1					
2					
3					

No. of activity	Title of learning activity	Number of CPD credits assigned	Completion date	Supporting evidence number	Learning gained from activity or opportunity
4					
5					
6					
7					
8					

I, the undersigned, certify that the information contained in this Record of CPD Activities and the accompanying supporting documentation is correct in all respects.

_____ _____

Signature **Date**

3. CPD Reflective Practice Report

Registration Board	
Registration number with Board	
Name	

Reflection number: (4 to be completed)

Brief description of the learning activity or learning experience?

What learning need was the activity designed to meet (refer to Personal Learning Plan) or was this an unplanned learning opportunity?

On reflection, what have I learned from the experience? (skills, knowledge, professional attitudes, other)

How can this learning impact on my professional practice and the delivery of service to my service users?

Has this learning activity highlighted any areas for development and new learning needs for

me?

My action plan resulting from this experience is:

Goal	Timescale

I, the undersigned, certify that I have personally completed this Reflective Practice Report

_____ _____

Signature **Date**

5. List of supporting documentation

Registration Board	
Registration number with Board	
Name	

Include below a detailed list of each piece of numbered supporting documentation included in the Portfolio.

Number on supporting document	**Identify the type of supporting documentation, for example, a case study, personal reflections on a book read, copy of published article, certificate of attendance, testimonial.**	**Identify the number of the CPD activity to which the evidence is linked (Record of CPD Activities)**