



# Continuing Professional Development Record Templates<sup>1</sup>

## **Registrant Profile \***

Occupational Therapist Manager with 20-years' experience. Working in Primary Care.

*\*This is for information purposes only and not required for audits*

1. You must read the [audit guidelines](#) document before completing this record for audit purposes and submitting.
2. It is important that all information identifying any third party must be removed from any records submitted. Do not, under any circumstances, provide information that would enable the identification of a service user.
3. Do **not** attach any supporting documentation with this record.

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<sup>1</sup> Version issued June 2020



Name:	Jane Doe	CORU Registration Number:	OT75136
Audit period from:	1.4.2020	Audit period to:	31.3.2021

Implement			Evaluate & Reflect	
Date and time spent When did you undertake this learning activity?	Type of Learning Activity What was the name of the activity?	CPD credits Approx. 1 CPD credit for every hour of new or enhanced learning achieved	Learning Outcome What have you learnt through completing this activity? How have your skills and knowledge improved or developed?	Impact on practice How have you integrated this learning into your practice? How has this learning made a difference to your capability and performance in your role?
20 <sup>th</sup> April 2020 2 hours	Meeting with HR and reviewed HSE policies on Trust in Care, Disciplinary Procedure, Grievance Procedure	2	I am clearer on the steps required with each process, moving from informal consultation and investigation, through the stages of each policy.	I am reassured that I have time to investigate and informally discuss any issues, without having to instigate a formal complaints process. It has confirmed that as a manager I should seek clarification on any concerns raised by a service user and how these can be resolved. I have greater confidence in applying HSE policy and procedures through each stage of the process.



<p>2<sup>nd</sup> March 2020 2 hours</p>	<p>Completed On line training in Managing Complaints</p>	<p>1</p>	<p>I have learned about the usefulness deescalating the complaint at the first point of contact and/or steps required to respond to a concern raised, as appropriate.</p> <p>I am clearer on the process of how a grievance/complaint is formally investigated and my role in this process – investigating the complaint and supporting staff.</p>	<p>As a result of this learning I have organised that the Complaints Officer attend a team meeting. This will demystify and hopefully reassure staff that a complaint is not something to be afraid of. I have greater appreciation of the need for open communication around a service user's dissatisfaction with a service or experience. I have enhanced awareness of how critical feedback can provide greater insight into service user's experience, help teams to reflect on service provision and promote ongoing quality improvement.</p>
<p>3<sup>rd</sup> May 2020 6 hours</p>	<p>"Introduction to staff management" One day course</p>	<p>4</p>	<p>The overview of Employment Law and the Principles of Natural Justice are useful in framing my role. I was provided with a framework for having a difficult conversation with a staff member and role played how this works in practice. This has given me greater confidence in managing such a situation, if it should arise. It has also highlighted for me, the need to proactively manage staff performance rather than wait for an incident or situation to arise and react to it.</p>	<p>I have agreed a schedule of meetings with protected time to set targets and review performance with staff members. The aim of this is to support staff to continue to develop and gain confidence in their roles, to identify skills or knowledge gap and proactively address this. As a result of this learning, I have amended the conversation record template in line with the framework for having difficult conversations to address performance issues and provide support.</p>
<p>29th May 2020 6 hrs</p>	<p>"Introduction to Peer Supervision" One day course</p>	<p>4</p>	<p>This course emphasised the use of the 7 eyed model of supervision, the use of reflection and silence and use of the "powerful question" I am now aware of the need to formalise supervision, create a contract and also some useful techniques – using stones, pictures, one to one and group supervision.</p> <p>I learned through the role play that the supervisor does not provide solutions and that this is something I have tended to do. I realise that not jumping in is a skill I need to practice.</p>	<p>I am now part of a 3-person supervision group and we have agreed an agenda of meetings. I have informed my manager and prioritised this time to ensure that I engage and get the maximum benefit from the sessions. I will continue to practice the skills and knowledge gained from undertaking this course, in particular, being comfortable with silence and not providing solutions but allowing space for supervisee to identify the best course of action.</p>



<p>10<sup>th</sup> June 2020</p> <p>2.5 hrs</p>	<p>Meeting with staff member regarding a complaint received from a client</p>	<p>2</p>	<p>I met with the staff member and used the template that I created to guide the conversation. I found this a useful tool, as it allowed for a safe space and open discussion with the staff member. It highlighted for me the importance of using listening skills to gain a greater understanding of the issue and the perspective of the staff involved. Adopting a non-judgemental approach is key, as it allows staff to openly explore the context for complaint, identify any underlying issues that may have laid to the complaint and explore solutions to resolve the issue, improve service user experience and service quality improvement strategies.</p>	<p>I identified that lack of team communication was a contributing factor with regard to this issue. As a result, I have included communication as a standing item on our team meetings, where the team will have an opportunity to share information, identify areas where colleagues support is required and how we ensure greater collaboration and team working to meet service user needs.</p> <p>I have greater awareness of stress that may be experienced by a staff person who may be subject of a complaint. It has highlighted for me the need to address any critical feedback or complaint as soon as possible with the staff person, to approach it in an open and transparent way and with a solution focused approach.</p>
<p>14<sup>th</sup> June 2020</p> <p>7 hours I attended an information session and a number of parallel sessions</p>	<p>Progressing Disabilities education/information sharing day</p>	<p>6</p>	<p>I gained an appreciation of the strength of the national roll out of progressing disabilities, the consistency of approach taken in different areas and by different teams. The use of the consultative approach for children and parents, the widespread use of group work is corner stones of Progressing Disability (PD) teams. I attended a communication session on working with children with ASD which offered insight into using personal space, eye contact and touch. I have better understanding of the development of the PD teams and the expectations on my staff. This will facilitate better communication as I better understand the philosophy of the team approach and culture.</p>	<p>I have identified how a team approach and the use of group work can be harnessed to support colleagues in primary care and this is scheduled as an agenda item for discussion at the next paediatric team meeting. I have met with the team lead in PD to review the role of staff and my role in anticipation of the further development of the team. I have a greater understanding of the philosophy underpinning this team approach and culture, which has provided me with greater confidence as to my role with the team in the future.</p>



<p>30<sup>th</sup> June 2020</p> <p>2 hrs</p>	<p>Meeting with staff member to review performance</p>	<p>2</p>	<p>I used the performance management framework and form from the course I attended to guide a performance review meeting. These were useful tools to help me remain focused on specific areas for further development and supports required. This is my first time to use this format and to develop and practice the skills required to manage performance. There was clarity on the issue to be discussed and I am confident that this format supports both me, in my role as manager, and the staff member.</p>	<p>I feel comfortable with the tools that I have and while the meeting was challenging I feel that it was structured and focused. By applying the framework and skills learnt I am more confident in managing a performance review meeting and addressing any areas of concern or development. I will continue to integrate this structure into managing performance reviews in the future.</p>
<p>10<sup>th</sup> Aug 2020</p> <p>2 hrs</p>	<p>First peer supervision session</p>	<p>2</p>	<p>This offered me an opportunity to develop and practice the skills learned at the peer supervision course. I became aware through the session that I struggled with listening rather than thinking of solutions to the problems shared by others and was surprised that I found this tiring.</p> <p>This meeting provided an opportunity to practice active listening. I used the opportunity to bring an issue of my own (staff redeployment). The supervision session highlighted for me that I do not need to solve every problem, reaffirmed for me that I have a team who are capable of creative thinking and problem solving.</p>	<p>I was surprised that I found this session tiring, however, on reflection I realise that it challenged me to focus on listening to peers, rather than jumping in with solutions to problems identified. I realise this can be my 'go to' response where staff raise an issue. It has highlighted for me the importance of reflection in action, to ensure I am conscious of times where I try to find solutions and focus instead on practice listening skills. I have greater awareness of the need space for the supervisee to explore the issue, as oftentimes they are best placed to identify an appropriate solution. My own experience of peer supervision allowed an opportunity to explore various options around staff redeployment and I have subsequently met with senior staff to problem solve our staffing issues with them, bringing forward some of these options. This was useful and I realise that it will be a good way to share and delegate decisions going forward.</p>



17 <sup>th</sup> Sept 2020  2 hours	“Moving and Handling” refresher training on HSELand	1	I revised the TILE approach (Task, Individual, Load, Environment) to moving and handling. I learnt the importance of planning moving and handling and strategies to reduce the task, where possible, rather than simply engaging and lifting. I have greater awareness of the risk of injuries associated with moving/handling.	I have contacted all staff to ensure that everyone has completed this training. I have requested feedback from those who are transporting files/therapy equipment to review practice and ensure that they have access to lockable bags on wheels/boxes/trolleys on wheels to minimise moving and handling tasks. I have ordered a bag on wheels for my own use.
20 <sup>th</sup> Sept 2020  1 hr	GDPR training on HSELand	1	The purpose and use of information, the various avenues available to people to access information and the costs involved have been clarified for me. The training also provided a reminder of the importance of securing information and a clear desk policy.	As a result of the training I have contacted all staff to ensure that everyone has completed this training. I have requested feedback from staff to scope any potential issues that need to be resolved to ensure GDPR compliance, including ordering keys for filing cabinets where these are missing.
24 <sup>th</sup> Oct 2020  3 hrs	Risk Assessment training session	2	While I have been writing risks for a number of years, this training simplifies and clarified how to phrase risk, using “risk of. . . in the . . . due to” formula. This will provide consistency with regard to risk assessment recording. The training also provided me with clarification on impact and ownership of the risk. The practical nature of the session was beneficial to my practice as it allowed me to capture some risks for the service and ensure that risk assessments are completed correctly.	I have reviewed the risk register and identified that this requires updating given our current context of practice, as well as how the recording of risks can be more consistent. I have met with senior staff and formed a working group to address the risks for each area of the service. This will ensure that the risk register is up to date and accurately reflects the issues. It also engages staff in the process creating awareness of risk management and actions required. I have also included risk register as an agenda item to the team meeting to ensure appropriate strategies to reduce/manage possible risks.



15 January 2021 10 – 4pm	CPD Conference	4	<p>I have learnt about CORU CPD requirements required under my Professional Code of Conduct and Ethics. I have a greater awareness of the breath of learning, both formal and informal, which is recognised as continuing professional development. Prior to this, I had thought that only courses or training would be accepted as part of my CPD record, if audited. I have a greater understanding as to how to record my CPD activities using CORU template if called for audit. The Conference also provided me with tools and methodologies to support me to reflect on my learning and application of learning to my practice. I identified that the Gibbs Model was my preferred way to structure my reflection and have applied this when recording my CPD following this Conference. I also am now aware of supports and guidance available through the professional body and CORU website which was of benefit to my staff team and colleagues.</p>	<p>I have shared my experience and learning with my staff and colleagues, in particular how to record and reflect on a breath of learning activities that occurs in daily practice. I have been able to provide practical tips on maintaining CPD records, how to apply CPD credits to learning and standards of recording expected in submitting the CORU CPD audit template. I have also adopted the Gibbs Reflective Cycle model to support me in structuring how I reflect, learn and record my CPD. I have greater confidence that I understand CORU CPD requirements, and that I can support a colleague or staff person in meeting those requirements and if called for audit, demonstrating on CORU CPD audit record that these requirements are met.</p>
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Review	Plan
What do I want or need to learn in the next 12 months?	What learning activities will I do to achieve this in the next 12 months?
To improve my skills in managing team/staff performance, to provide opportunities for ongoing development, improve performance and support staff.	<ul style="list-style-type: none"> <li>• Meeting with HR for support and guidance</li> <li>• Review employer policies on performance management</li> <li>• Identify and undertake training in managing team/staff performance</li> </ul>
To engage in professional supervision to facilitate my own learning and reflection on my practice, to problem solve issues and receive support.	<ul style="list-style-type: none"> <li>• Commit to ring fence time to prepare for and attend supervision meetings</li> <li>• Practice listening skills and being comfortable with asking questions, rather than jumping in with 'solutions'</li> <li>• To reflect in action to identify where I tend to focus on solutions and how I can better use listening skills to empower others to be identify solutions to problems.</li> </ul>
To enhance my reflective practice skills to achieve new insights/learning and support integration of learning into my practice.	<ul style="list-style-type: none"> <li>• I will practice using Gibbs Model when reflecting on learning activities to gain new insights/learning</li> <li>• I will use the questions to provide a structured approach to reflecting on and recording my learning</li> <li>• I will identify further reading on reflective learning and how to create opportunity for team reflection</li> </ul>



Ag Rialáil Gairmithe Sláinte  
agus Cúraim Shóisialaigh  
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I, the undersigned, certify that the information contained in this Record of CPD Activities is correct in all respects.

A handwritten signature in black ink, appearing to read 'Jane Doe', enclosed in a thin black rectangular border.

**Signature**

**OT75136**

**CORU Registration Number**

**15 April 2021**

**Date**

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**Total Number of Pages**