

Exploring CPD in teams



Why are we exploring CPD as a team?

- Reflect on our own individual learning and development needs
- Use the support of colleagues to identify our strengths and areas for development
- Recognise when we can use the skills and knowledge of others to support our learning and development
- Support us to have conversations to help meet HCPC CPD standards



CPD standards

Health and Care Professions Council (HCPC)

‘All registrants should undertake CPD on a continuing basis, made up of activities that enhance their practice and learning’

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
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.

5.1 The four Pillars of Practice descriptors

Professional Practice (P)

- Maintain occupation at the centre of practice
- Deliver safe, effective, person-centred and ethical practice
- Use professional judgement and evidence-based critical reasoning to make decisions

Facilitation of Learning (F)

- Inspire, teach, mentor, supervise and/or assess others
- Facilitate practice-based and work-based learning
- Access, create and evaluate contemporary learning environments, methods, tools and materials

Leadership (L)

- Identify, monitor and enhance own and others' knowledge, skills and ways of thinking
- Lead, guide and/or facilitate teamwork
- Influence, design, plan and implement professional and/or organisational change

Evidence, Research and Development (E)

- Access, evaluate and implement evidence to inform practice
- Initiate, design, participate in and disseminate research
- Engage with and influence broader socio-economic and political agendas



Detailed principles

Pillar: Professional Practice

Level: 5

Level 5 – Professional Practice Pillar

Ways of thinking:

- P5.1** Actively listen to and reflect on the needs and views of people who access services, their families and their carers.
- P5.2** Actively listen to and seek the views of others within the multiprofessional team to facilitate shared ownership of decision making.
- P5.3** Be consciously aware of own values, culture and position, and the impact these have on own work and on others.
- P5.4** Think critically, reflect and be open to change when making professional judgements, guided as necessary by others, for the benefit of those who access services, their families and their carers.

Skills (practice-based, technical or research-related):

- P5.5** Complete the occupational therapy process, including managing complexity, with supervision as required.
- P5.6** Work autonomously and as part of a team, manage a designated workload within a scope of practice, and accept professional accountability and responsibility.
- P5.7** Work within national and local policies and procedures (including, but not limited to, complaints, confidentiality, consent, data protection, equality, diversity and inclusion, ethics, health and safety, risk management and safeguarding), the Health and Care Professions Council's professional regulatory requirements where appropriate and the Royal College of Occupational Therapists' *Professional standards for occupational therapy practice, conduct and ethics* (2021).
- P5.8** Communicate information effectively and concisely in a range of situations.
- P5.9** Share and justify own viewpoint succinctly and appropriately in a range of situations, including with senior managers and decision makers.
- P5.10** Utilise formal systems for obtaining feedback from people who access services, their families and their carers.
- P5.11** Implement practices that promote participation, inclusivity and the rights of people who access occupational therapy services, their families and their carers, in line with their choices.
- P5.12** Exercise professional judgement to manage risk, including positive risk-taking.

Plan



Step 1

Working on your own
(10-15 minutes)

Professional Practice (P)

- Familiarise yourself with the descriptors for Professional Practice Pillar (page 18).
- Using the Career Level descriptors, consider your Career Level for this Pillar (pages 14 and 18).
- Think about all your experiences, not only your current position. Think of examples you can record to evidence that you are at this level. Go the level you have mapped into for this pillar and consider the 'ways of thinking' and 'skills' to help you.
- Use the Career Development Framework Learning Plan to record your level, examples and evidence.

Step 2

Working in pairs
(20 minutes)

Professional Practice (P)

- Share the level you consider yourself to be and explain why.
- Ask each other questions; share any observations of your colleague to help them with their mapping; provide examples to help them.
- After your discussion, you may wish to revise the information you first recorded.

Step 3

Working in pairs
(20 minutes)

Professional Practice (P)

- Discuss any skills in the level you mapped into that you would like to consolidate further, or you would like to develop to the next level.
- Record ideas for development goals in your learning plan. Think about short-term and long-term goals.
- Can you think of any activities that could help you to meet these goals?

Step 4

Working as a team
(30-45 minutes)

Professional Practice (P)

- Complete the 'Team Career Development Matrix'.
- Share across the team examples of goals you have identified; use this information to start to build a picture of what you want to achieve as a team.
- Are there any commonalities?
- Are there any goals that others have shared which you think you could support your colleagues to develop (based on your skills)?
- Record team goals and actions you could take to meet these goals as a team.

Next time we meet ...



- Continue to reflect on our discussions
- Add to your learning record
- Discuss with supervisor, mentor, peers
- Start next session with reflections on this pillar
- Explore the Facilitation of Learning Pillar

Since we last met ...



- Any reflections on our discussions in our last session?
- Anything we need to add to our team goals and actions?

Step 1

Working on your own
(10-15 minutes)

Facilitation of Learning (F)

- Familiarise yourself with the descriptors for the Facilitation of Learning Pillar (page 27).
- Using the Career Level descriptors, consider your Career Level for this Pillar (pages 14 and 18).
- Think about all your experiences, not only your current position.
- Think of examples you can record to evidence that you are at this level. Go to the level you have mapped into for this pillar and consider the 'ways of thinking' and 'skills' to help you.
- Use the Career Development Framework Learning Plan to record your level, examples and evidence.

Step 2

Working in pairs
(20 minutes)

Facilitation of Learning (F)

- Share the level you consider yourself to be and explain why.
- Ask each other questions; share any observations of your colleagues to help them with their mapping; provide examples to help them.
- After your discussion, you may wish to revise the information you first recorded.

Step 3

Working in pairs
(20 minutes)

Facilitation of Learning (F)

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(30-45 minutes)

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- Are there any commonalities?
- Are there any goals that others have shared which you think you could support your colleagues to develop (based on your skills)?
- Record team goals and actions you could take to meet these goals as a team.

Next time we meet ...



- Continue to reflect on our discussions
- Add to your learning record
- Discuss with supervisor, mentor, peers
- Start next session with reflections on this pillar
- Explore the Leadership Pillar

Since we last met ...



- Any reflections on our discussions in our last session?
- Anything we need to add to our team goals and actions?

Step 1

Working on your own
(10-15 minutes)

Leadership (L)

- Familiarise yourself with the descriptors for the Leadership Pillar (page 36).
- Using the Career Level descriptors, consider your Career Level for this Pillar (pages 14 and 18).
- Think about all your experiences, not only your current position. Think of examples you can record to evidence that you are at this level. Go to the level you have mapped into for this pillar and consider the 'ways of thinking' and 'skills' to help you.
- Use the Career Development Framework Learning Plan to record your level, examples and evidence.

Step 2

Working in pairs
(20 minutes)

Leadership (L)

- Share the level you consider yourself to be and explain why.
- Ask each other questions; share any observations of your colleagues to help them with their mapping; provide examples to help them.
- After your discussion, you may wish to revise the information you first recorded.

Step 3

Working in pairs
(20 minutes)

Leadership (L)

- Discuss any skills in the level you mapped into that you would like to consolidate further, or you would like to develop to the next level.
- Record ideas for development goals in your learning plan. Think about short-term and long-term goals.
- Can you think of any activities that could help you to meet these goals?

Step 4

Working as a team
(30-45 minutes)

Leadership (L)

- Complete the 'Team Career Development Matrix'.
- Share across the team examples of goals you have identified; use this information to start to build a picture of what you want to achieve as a team.
- Are there any commonalities?
- Are there any goals that others have shared which you think you could support your colleagues to develop (based on your skills)?
- Record team goals and actions you could take to meet these goals as a team.

Next time we meet ...



- Continue to reflect on our discussions
- Add to your learning record
- Discuss with supervisor, mentor, peers
- Start next session with reflections on this pillar
- Explore the Evidence, Research & Development Pillar

Since we last met ...



- Any reflections on our discussions in our last session?
- Anything we need to add to our team goals and actions?

Step 1

Working on your own
(10-15 minutes)

Evidence, Research and Development (E)

- Familiarise yourself with the descriptors for the Evidence, Research & Development Pillar (page 48).
- Using the Career Level descriptors, consider your Career Level for this Pillar (pages 14 and 18).
- Think about all your experiences, not only your current position. Think of examples you can record to evidence that you are at this level. Go to the level you have mapped into for this pillar and consider the 'ways of thinking' and 'skills' to help you.
- Use the Career Development Framework Learning Plan to record your level, examples and evidence.

Step 2

Working in pairs
(20 minutes)

Evidence, Research and Development (E)

- Share the level you consider yourself to be and explain why.
- Ask each other questions; share any observations of your colleagues to help them with their mapping; provide examples to help them.
- After your discussion, you may wish to revise the information you first recorded.

Step 3

Working in pairs
(20 minutes)

Evidence, Research and Development (E)

- Discuss any skills in the level you mapped into that you would like to consolidate further, or you would like to develop to the next level.
- Record ideas for development goals in your learning plan. Think about short-term and long-term goals.
- Can you think of any activities that could help you to meet these goals?

Step 4

Working as a team (30-45 minutes)

Evidence, Research and Development (E)

- Complete the 'Team Career Development Matrix'.
- Share across the team examples of goals you have identified; use this information to start to build a picture of what you want to achieve as a team.
- Are there any commonalities?
- Are there any goals that others have shared which you think you could support your colleagues to develop (based on your skills)?
- Record team goals and actions you could take to meet these goals as a team.

Next time we meet ...



- Continue to reflect on our discussions
- Add to your learning record
- Discuss with supervisor, mentor, peers
- Start next session with reflections on this pillar
- We will finalise our goals and action plan based on all four pillars

Finalising your team goals and action plan

- Look back at all the goals and actions identified across all four pillars
- Are there any crossovers?
- Finalise your team goals and action plan
- Can we allocate any actions to individuals?
- How will we keep up the momentum?



Add this to your CPD portfolio

- This counts as CPD activity
- Take a moment to think as a group what your key take aways are from this
- Log in to your CPD portfolio to record a diary entry or reflection

