Social Workers Registration Board

Standard and Requirements for Continuing Professional Development

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Introduction

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

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 has been adopted by the Social Workers Registration Board 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 the Social Workers Registration Board. If the Social Workers 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.

3.   About this document

This document sets out the specific Social Work Registration Board requirements for Continuing Professional Development (CPD). This document should be read in conjunction with the social Workers Registration Board Code of Professional Conduct and Ethics.

The development of this document followed a review of the *Framework for Registration Boards Continuing Professional Development Standard and Requirements* document, by the Social Workers Registration Board. The review led to the establishment of a specific CPD document suitable for the social work profession.

2. CPD Standard and Requirements

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. 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 registered social worker in a range of learning activities on an on-going basis.

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 Social Workers Registration Board 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. This document 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.

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.

5.   CPD Standard

The Code of Professional Conduct and Ethics adopted by the Social Workers Registration Board, under section 23 'Keeping your knowledge and skills up to date', 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 on-going basis.

This standard applies to all Social Worker registrants.

6.   CPD requirements

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

2. A registrant must complete 60 CPD credits in each 24-month cycle.

3. A registrant must demonstrate that their CPD activities are relevant to their professional role and mindful of current and future practice. CPD is 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 Social Workers 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.

7.   The CPD audit process

To ensure compliance with the CPD standard and requirements a random selection of registrants will be required to submit their CPD portfolio for audit following each 24-month cycle. Normally only registrants who have been on the register for two years or more will be eligible for selection for audit. This is to enable registrants to build up evidence of their CPD before they are audited.   CORU will publish the audit cycle for each profession. Portfolios will be assessed against the requirements and the assessors will make recommendations to the registration board.

3.   CPD Process

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 1.1 the four stages in the CPD process
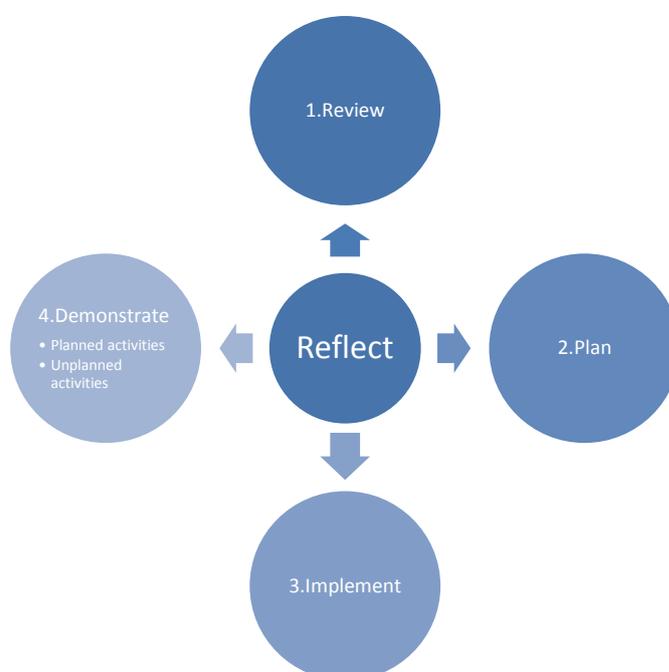
(Adapted from Kolb's Cycle of Experiential Learning)

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

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 24-month CPD cycle and they can be captured in the portfolio. Learning opportunities may arise at any time during the course of the cycle 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 cycle.

2. CPD stages explained

Stage 1: Review

The Code of Professional Conduct and Ethics for Social Workers states 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 CPD cycle 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 25 for a list of learning activities.

The first requirement states that a registrant 'must engage in a <u>range</u> 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 CPD cycle, for example post graduate study, and others may carry on after the end of the cycle. 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 25 - 28.

Stage 3: Implement

This is the stage where the registrant puts the personal learning plan into action. Registrants are required to complete a minimum of 60 CPD credits during each 24-month cycle.
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 evidence should enable the assessors to validate the allocation of credits to each activity. See pages 25-29 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 (maximum 500 words)
2. Personal learning plan
3. Record of CPD activities (planned and unplanned)
4. Reflections on eight 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 13 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. If a registrant is selected for audit they will be required to include in their CPD portfolio reflections on **eight 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.   How much CPD is required?

Registrants are required to complete a minimum of 60 CPD credits in each 24-month audit cycle. 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 60 CPD credits in order to maintain their knowledge, skills and performance at a high level, up to date and relevant to their practice. However, 60 CPD credits will meet the requirement for each audit cycle. A surplus of CPD credits in one cycle cannot be carried forward into the next cycle.

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 8 CPD credits can be allocated to this activity in each 24-month cycle.

4.   Maintaining records

The Code requires registrants "to maintain clear and accurate records of CPD and submit those records for audits of compliance when requested by the registration board". 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 cycle is a continuous process of reviewing, planning, implementation, demonstration and reflection. Registrants are responsible for keeping records of each stage of the cycle 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.   The CPD portfolio

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. However, only those selected for audit will be required to submit their portfolio for assessment after the completion of the CPD cycle.

The CPD portfolio should include the following elements:

1. Professional practice and practice setting (maximum 500 words)
2. Personal learning plan
3. Record of CPD activities
4. Reflections on CPD activities (maximum 1200 words)
5. Evidence of CPD activities.

2   The portfolio elements explained

1.   Professional role and practice setting (maximum 500 words)

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 description should be a maximum of 500 words. The purpose of the description is to enable the CPD assessors to appreciate the professional role and practice setting of the individual and to be able to assess how the learning activities undertaken are linked to the registrant's professional role and work.

2.   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 on page 25 to 29 of this document

3.   Record of CPD activities

The record of CPD activities is a list of <u>all</u> the CPD activities undertaken by the registrant during the 24-month cycle. 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.

4.   Reflections on the CPD activities

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

The main requirement here is that the registrant selects eight 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.

5.   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. See Page 25 for examples of appropriate evidence for a range of CPD activities.

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. Registrants who are submitting their portfolio in hard copy should ensure that no original documents are included and all registrants should keep a copy of the portfolio for their own reference. CPD portfolios will not be returned to registrants after the audit process.

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.   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.

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 Social Workers Registration Board Code of Professional Conduct and Ethics provides the standards applicable to undertaking research in an ethical manner (reference section 16 of the Code entitled *Undertake research ethically*). Plagiarism may be deemed as professional misconduct and thereby the registrant would be in breach of the Social Workers Registration Board Code of Professional Conduct and Ethics.

6.   False declaration

Registrants should be aware that the Social Workers Registration Board Code of Professional Conduct and Ethics provides the standards applicable to keeping clear and accurate records all CPD activities (reference section 23 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.

5. CPD Audit Process

1. Overview of audit process

To ensure compliance with the CPD scheme a random selection of registrants will be required to submit their CPD portfolio for audit at the end of each CPD cycle.

CORU will publish the audit schedule for the social work profession.

Registrants selected for audit will be required to submit their CPD portfolio. Portfolios will be audited by trained assessors selected from the same profession as the registrant. Portfolios will be assessed to ensure compliance with the CPD standard and requirements and each registrant will be informed of the outcome of the audit.

2. Selection of registrants for audit

A representative percentage of registrants will be selected for audit following each 24-month cycle. It would not be feasible from a cost or administrative perspective, nor should it be necessary, to audit every registrant's CPD portfolio at the end of every cycle. Registrants will normally be selected in a random selection process. A registration board reserves the right to undertake an audit of an individual's CPD records or to target a particular group of practitioners at any time.

3. Eligibility for routine audit

Only registrants who have been on the register for two years or more will be eligible for audit. Therefore, if a professional joins the register for that profession mid-cycle he/she should commence their CPD without delay in order to be compliant with the requirements but they will not be eligible for audit until the end of the next full 24-month cycle. The exceptions to this are where there is a targeted audit being conducted or in the instance of a registrant being involved in a fitness to practice case.

4. Requests for deferral

Registrants have a duty to engage in CPD regardless of whether they work in full or part time employment. However we recognise that it may not always be possible to meet your CPD requirements due to personal circumstance. These circumstances may include maternity/adoptive leave, career breaks or, long term illness. Requests for deferral of an audit can be made and will be considered by the Social Workers Registration Board on a case by case basis.

Please contact the Social Workers Registration Board as soon as possible with reasons for deferral request and any supporting evidence. Those accepted for deferral will automatically be selected in the next round of audits

5. Audit schedule

CORU will publish the schedule for CPD audits. The audit cycle for the social work profession will begin on 31st May 2015. Registrants will be called for audit every 24 months from this date.

6.   Audit process explained

At the end of the CPD cycle registrants who have been selected for audit will receive notification from the relevant the Social Workers Registration Board to submit their CPD portfolio by the deadline provided for in the notification. Registrants will normally have 30 days to submit their CPD portfolio.   Only registrants selected for audit will receive a communication about the forthcoming audit. Registrants will be able to submit their portfolios either in hard copy or electronically before the deadline.

When the CPD portfolios are received at CORU offices they will be checked to ensure they contain each of the required elements:

- Professional practice and practice setting;
- Personal learning plan;
- Record of CPD activities;
- Reflections on CPD activities
- Evidence of CPD activities.

If any of the elements are missing contact will be made with the registrant specifying the missing elements and nominating a date for submission of those elements.

The CPD portfolios will be presented to trained assessors.   Each portfolio will be assessed by two assessors, selected from the social work profession. Their task is to make a professional judgement as to whether the portfolio meets the CPD requirements and to agree a recommendation for the relevant the Social Workers Registration Board. The assessors will jointly prepare a written report on each portfolio. See flowchart on the following page for an overview of the process.

Fig. 1.2 The CPD audit process

1. End date for 24-month CPD cycle

All registrants should have CPD portfolio completed and up to date

2. A random sample of registrants will be notified that they are required to submit their CPD portfolio for audit

Registrants have 30 days to submit portfolio to CORU

3. Portfolios checked to ensure all documents have been supplied

Missing documentation to be submitted by deadline given

4. Portfolios audited by assessors and one of the following may occur:

Further information may be requested

'Compliant' recommendation to the Registration Board	'Additional time' recommendation to the Registration Board	'Non-compliant' recommendation to the Registration Board

5. Registrant informed of outcome by Board and receives a written report

A new deadline will be given where 'Additional time' recommendation made

6. Follow up audit, where required, and new recommendation made to Board:

Compliant – no further action required	Non-compliant – lead to professional misconduct inquiry

There are four possible outcomes from the assessment process:

Outcome 1 'Further information' - In this case the registrant will have met most of the CPD requirements but more information is needed. A report will be prepared by the assessors specifying the information that needs to be provided.   The registrant will be allowed 30 days to submit the required information. The new information will be examined by the original assessors. If the required information is provided and the assessors are satisfied the requirements are met then a 'Compliant' recommendation will be made to the Registration Board.

Outcome 2 'Compliant' - A 'Compliant' recommendation means that the CPD requirements have been met and requires no further action on the part of the registrant.
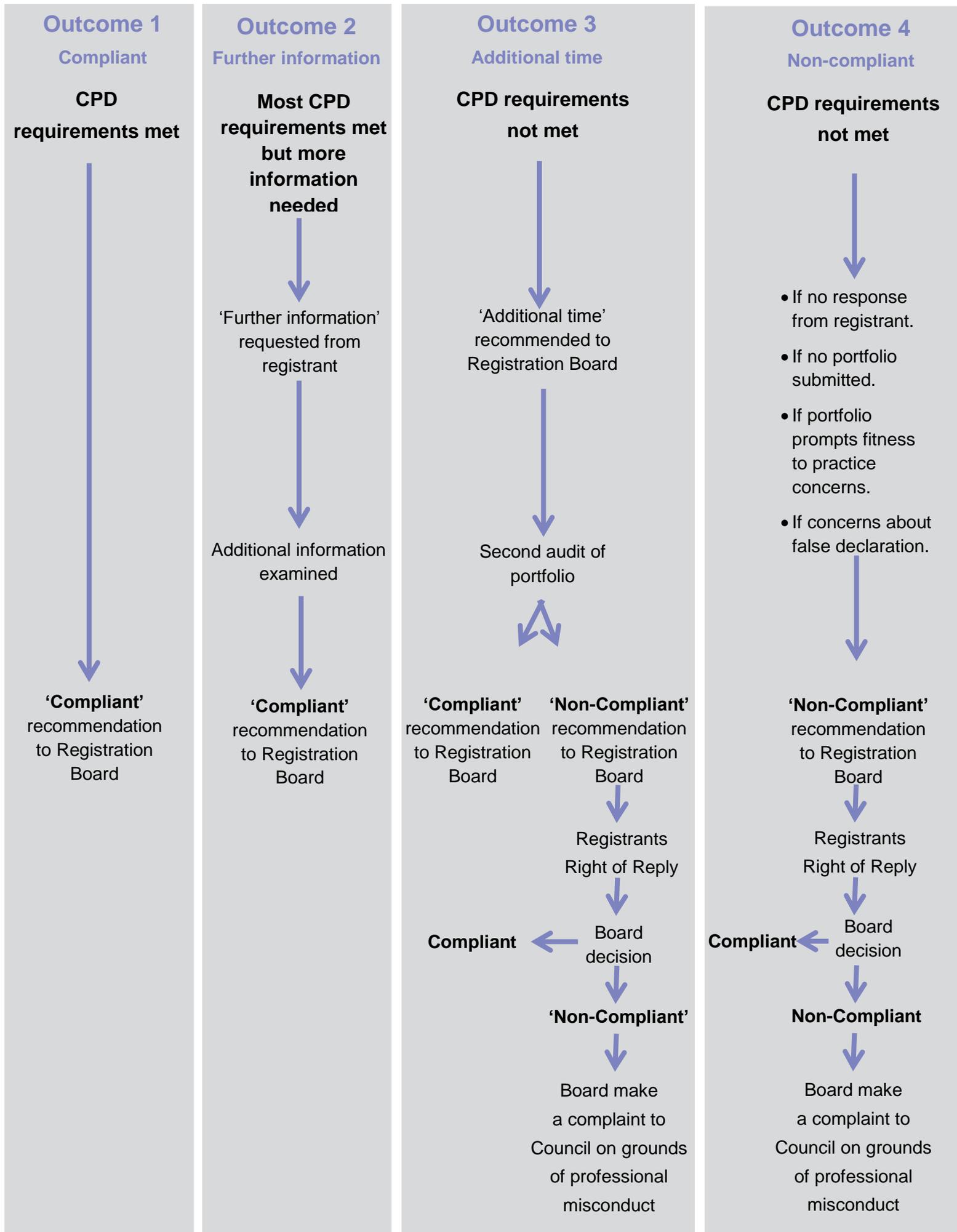
Outcome 3 'Additional time' – In this case there has been some limited attempt to meet the requirements but they have not been satisfactorily met. The assessors will prepare a detailed report setting out what needs to be done and make a recommendation for 'additional time' to the Registration Board. The Board can grant an extension of up to six-months on a case by case basis during which time the registrant can attempt to become compliant. After the extension period the portfolio will be audited again. If a portfolio is deemed to be 'Non-compliant' by the Registration Board after the extension period and the second audit, the board can make a complaint to the Council on the grounds of professional misconduct.

Outcome 4 'Non-compliant' – A portfolio can be deemed non-compliant on a number of grounds, including but not limited to:

- No response received from the registrant despite repeated communications.
- No portfolio submitted.
- Portfolio prompts fitness to practice concerns or concerns about false declaration.

In this case the Social Workers Registration Board can make a complaint to Council on the grounds of professional misconduct. Professional misconduct in relation to a registrant means any act, omission or pattern of conduct of that registrant that is a breach of the Code of Professional Conduct and Ethics adopted by the Social Workers Registration Board.

Fig 1.3 CPD Portfolio Assessment Outcomes

Outcome 1
Compliant

CPD requirements met

↓

'Compliant' recommendation to Registration Board

Outcome 2
Further information

Most CPD requirements met but more information needed

↓

'Further information' requested from registrant

↓

Additional information examined

↓

'Compliant' recommendation to Registration Board

Outcome 3
Additional time

CPD requirements not met

↓

'Additional time' recommended to Registration Board

↓

Second audit of portfolio

↓

'Compliant' recommendation to Registration Board | **'Non-Compliant'** recommendation to Registration Board

↓

Registrants Right of Reply

↓

Board decision → **Compliant**

↓

'Non-Compliant'

↓

Board make a complaint to Council on grounds of professional misconduct

Outcome 4
Non-compliant

CPD requirements not met

↓

- If no response from registrant.
- If no portfolio submitted.
- If portfolio prompts fitness to practice concerns.
- If concerns about false declaration.

↓

'Non-Compliant' recommendation to Registration Board

↓

Registrants Right of Reply

↓

Board decision → **Compliant**

↓

Non-Compliant

↓

Board make a complaint to Council on grounds of professional misconduct

7.   CPD assessors

The role of the CPD assessors is to determine if the CPD portfolio meets the CPD requirements. CPD assessors will be drawn from a Registration Board's panel of assessors and provided with appropriate training. Assessors will be appointed according to CORU policy on recruitment, selection and training. Assessors will work in teams of two during the assessment process.

The work of the assessors will be regularly reviewed by CORU to ensure that there is consistency in the decision making across the assessors and professions.

8.   Assessment of portfolios

During the assessment of CPD portfolios the assessors will look for evidence of compliance with the requirements for CPD. Below are some examples of the assessment criteria that will apply to CPD portfolios:

Table 1.1 Examples of portfolio assessment criteria

CPD requirements	Requirement met	Requirement not met or not fully met
A registrant must engage in a range of CPD activities on an ongoing basis.	Registrant has provided evidence of engagement in a range of CPD activities.	A very limited range of CPD activities undertaken.
A registrant must complete 60 CPD credits in each 24-month cycle.	Registrant has provided evidence of completion of the required 60 CPD credits in the 24-month period.	Insufficient evidence of completion of required 60 CPD credits. Allocation of CPD credits to activities inappropriate.
A registrant must demonstrate that their CPD activities are relevant to their professional role, mindful of current and future practice, and are based on a self-directed review of their knowledge, skills, performance and personal qualities.	Clear evidence that the registrant has carried out a self-directed review of the skills, knowledge and personal qualities. A completed Personal Learning Plan identifying the learning needs, desired outcomes, appropriate learning activities and timescale is included.	Insufficient evidence of a review of skills, knowledge and personal qualities carried out. Personal learning plan not based on learning and development needs or not relevant to registrant's area of professional practice.

A registrant must maintain an up to date CPD portfolio. The CPD portfolio must include: 1. Description of current professional practice and practice setting 2. Personal learning plan 3. Record of CPD activities completed 4. Reflections on the impact of selected CPD activities on their practice and service delivery 5. Supporting evidence.	Registrant submitted a clear record of their CPD and included each of the elements of the CPD portfolio: An appropriate description of the registrant's current professional profile and practice setting. A personal learning plan setting out the registrants learning needs and how they plan to address those specific needs along with the timescale for the activities. Relevant record of CPD activities undertaken, including dates, nature of activity, learning need addressed, details of evidence provided and a statement of learning gained. Eight reflections on CPD activities that demonstrate the registrant's ability to analyse and learn from their experiences. Supporting evidence is available for each CPD activity.	Incomplete portfolio submitted. Portfolio elements missing or incomplete. Supporting documentation insufficient or not attributed to registrant. Suspicion of plagiarism or that the content of the portfolio is not the work of the registrant.

6.　Right of reply

If the assessors make a recommendation to the Registration Board to find the registrant non-compliant with the CPD standard and requirements, the registrant will be notified in writing. The registrant has a 'right of reply' which should be submitted to the Social Workers Registration Board, in writing, within 30 days of receiving notification. Details of how a registrant should exercise this right will be included in the letter. The Social Workers Registration Board will then consider both the assessors recommendation and the registrant's submission when making their decision. The registrant will be notified of the Registration Board's decision as soon as is practicable.

7.　Review of standard and requirements

The CPD standard and requirements will be reviewed after the first three years of implementation and thereafter at regular intervals.

8.　Supporting documentation

Registrants guide to the standard and requirements for CPD

Assessors guide to the standard and requirements for CPD

Sample completed CPD portfolios

The Social Workers Registration Board Code of Professional Conduct and Ethics

Appendix 1: Examples of learning activities and appropriate supporting documentation

Formal, professional or work-based activities

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.	Provide details of research and verification of your role. Demonstrate the contribution it makes to your professional role.
Active engagement in supervision or mentoring. i.e team supervision, peer supervision, peer monitoring, case management	Provide details of supervision or mentoring experience/programme and demonstrate the impact on your professional role. Supervision logs, minutes of meetings and reflective journal entries.
Active involvement in multidisciplinary groups, support groups, development groups and voluntary work.	Provide details of 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.	Provide details of 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.	Document your contributions to the work of the group and impact on your professional role. Provide verification of attendance at meetings.
Active participation in professional body.	Detail your contributions to the work of the professional body and demonstrate the impact on your professional role. Provide verification of attendance at meetings.
Attending and completing a course or workshop.	Provide results or certificate of attendance and a reflective evaluation of the course and its significance 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/training activity for colleagues.	Provide documentation about activity and evaluation.
Development of information/support resources for service users	Describe and outline the basis for basis for development, review of implementation and include a copy/link to resources.
Development of innovative practices	Provide a background to the development, review of implementation and include a copy/link to resources.
Involvement in student practice education and providing placements. Selection, Practice Advisory Board, Practice Assessment Panel	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.	Construct a personal development plan, timelines, possible outcomes, records of activities, reflections and supporting documentation.
Peer review, quality review, HIQA	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, a conference paper/presentation or a research article.	Copy of publication/presentation.
Review and development of resource materials for public/professional use, e.g. factsheets for professional body website	Context, link to website, provide a reflective review of implementation and future implications.
Review of clinical incident and developing action plans for managing the situation if it happened again	Descriptions, analysis, review of critical incident and detailed plan of future actions arising from the critical incident review. 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.
Attendance/presentations at subject-specific conferences	Written evidence indicating relevance of event and certificate of attendance/presentation.
Training on placement, grading tools and overall assessment of students working on advisory committees	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.
Providing postgraduate education and training	Rationale and outcomes feedback and evaluations from students/ staff/ external quality assurance bodies.
Visit to another department	Report on activity and the impact on your professional role.
Work shadowing/colleagues/students	Verification of experience, report on activity and the impact on your professional role.
Writing clinical protocols, policies or procedures manuals, academic handbooks, learning tools, creative and innovative pedagogies	Include copy/link to documents and specify your contribution to their development.

Informal or self-directed activities

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, reading groups, consultation, research groups	Identify topic discussed, learning gained and the impact on your professional role, Minutes, reflective journal entries.

Relevant learning experiences.	Identify experience and your reflections on the experience and the impact on your professional role.
Keeping up to date with literature and research evidence in support of best practice.	Include details of your research and learning outcomes, including journal references, book titles, hyperlinks to web pages and identify contribution this research has made to your professional role and CPD.
Learning through the use of online resources, developing IT proficiently.	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. Demonstrate the contribution these activities have made to your CPD. Indicate contribution to professional role.
Reflection on critical incidences or complex cases. Giving written and verbal feedback to staff/students.	Summary of situation, discussion and outcome. Ensure confidentiality is maintained in documentation. Provide evidence of feedback.
Sharing information/learning from CPD activities with work colleagues	Copy of presentation/manager signature, evidence of presentation in meeting minutes.
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

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 cycle. The five sections are:

1. Professional practice and practice setting (maximum 500 words)
2. Personal learning plan
3. Record of CPD activities
4. Reflections on CPD activities (maximum 1200 words)
5. Evidence of CPD activities.

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 the CPD audit cycle. The CPD audit cycle commences on 31st May 2015 and will continue every 24 months from this date. Only registrants selected for audit and notified by post will be required to submit their CPD Portfolio.

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 only include copies of certificates, examination results, awards etc.

1.   Professional role and practice setting

Registration Board	
Registration number with Board	
Name	
Date of the audit	

Please describe your current professional role and practice setting, your main responsibilities, any specialist areas of work and your service users (Maximum 500 words).

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	
Date of the audit	

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 cycle, 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**

3. Record of CPD activities (planned and unplanned)

Registration Board	
Registration number with Board	
Name	
Date of the audit	

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. Suggested guideline: between 300 and 1,200 words.

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**

4.   CPD Reflective Practice Report

Registration Board	
Registration number with Board	
Name	
Date of the audit	

Reflection number: (8 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	
Date of the audit	

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)

Glossary of terms

Act	Health and Social Care Professionals Act, 2005 (as amended).
Appeal	An application for reconsideration of a decision in relation to the outcome of the audit process.
Audit	A CPD audit is the process where a random selection of registrants are requested to submit their CPD portfolio for assessment to check for compliance with the CPD standard and requirements.
Audit cycle	The cyclical process of monitoring compliance with the CPD standard and requirements. The dates for the audit cycle will be published on the CORU website.
Code	The Code of Professional Conduct and Ethics adopted by the Registration Board of that profession.
Competence	Competence is meeting the standards set for professional knowledge, skills and personal qualities so that one can work safely and effectively.
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 assessor	A person appointed by a registration board to assess CPD portfolios for compliance with the CPD standard and requirements.
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 60 credits in each 24-month cycle.
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.