

CPD profile

1.1 Full name: Educator

1.2 Profession: Occupational Therapist -Educator

1.3 Registration number: AB1234

2. Summary of recent work/practice

I work as a lecturer on the BSc (Hons) occupational therapy programme at the University of My key responsibilities are in the following areas:

Teaching and Learning:

My main responsibilities include planning, delivering and evaluating up-to-date key note lectures and facilitating student learning through problem-based learning and other strategies on a variety of issues concerning the undergraduate programme. I have module leadership of a number of specific modules at all levels of the undergraduate programme which includes development, delivery and organisation of the learning experience and the assessment of the module in collaboration with the teaching team. As such I am responsible for the day to day delivery of the module and co-ordinating the assessment and marking of said modules.

I also facilitate the continuing professional development of practitioners from a variety of allied health professions via the Practice Placement Educator's programme and by developing a delivering a variety of short courses as requested.

Research:

I contribute to the university's research agenda by engagement in regular discussion forums with peers, supporting peers with their research as a participant, reader or informal support for focusing thinking. I also maintain and develop my own knowledge base through reading, training opportunities, discussion and reflection as can be seen in my personal statement.

Administration:

I have year management responsibility for the full time Level I cohort which involves being responsible for the induction and registration of new level I students, providing pastoral support for this level and monitoring attendance and professional issues for this year. I have a personal tutor role to at least 18 students for whom I provide professional and pastoral support and guidance for identified students at all levels within the undergraduate programme. This role also details the need to mentor these students through their learning journey and facilitate their personal development planning.

My specialist areas include physical rehabilitation, specifically cancer, supportive and palliative care across the voluntary and statutory sector. I have expertise in clinical

leadership and management, and am developing and deepening my knowledge of these areas as I study for an MSc in Professional Development.

In the course of my duties I communicate and collaborate with many others, notably students, colleagues from a variety of disciplines at varying levels of seniority, practitioners during practice placement visits and/or when engaging their contribution to the programme, clinical colleagues in supportive and palliative care (with a local group) and others on a more informal basis as relevant.

Total words: 407
(Maximum 500 words)

3. Personal statement

Standard 1: A registrant must maintain a continuous and up-to-date and accurate record of their CPD activity.

I keep a portfolio which documents my CPD activity and enables me to map this against the Health and Care Professions Council's (HCPC) standards, providing evidence of the range of CPD activity during the last two years. Maintaining a portfolio document, visited on a monthly basis, enables me to document learning opportunities that have occurred and to reflect on the impact of these events on my practice and the user. The portfolio is also used to inform appraisal, my personal development plan (PDP) and to inform future CPD needs and career planning. My reflections are aided by John's model of reflection and I make use of a variety of reflective tools as recommended by the College of Occupational Therapy (COT).

Standard 2: A registrant must identify that their CPD activities are a mixture of learning activities relevant to current or future practice.

My portfolio contains evidence of formal and informal learning events and documents my reflections of these. These reflections are discussed regularly with my mentor/appraiser and links are made both to my current practice and to my personal development plan. Engagement in an annual appraisal (Evidence 1: appraisal procedure used and my PDP for the previous 2 years) in which a PDP is agreed with both a senior member of staff and the Director of Department to ensure that objectives are in line with the business plan. The reflective tools provided as evidence for my CPD in this statement are from my portfolio.

In planning my CPD I aim to ensure that I undertake a range of activity which incorporates work-based, professional, self-directed and formal categories as described by the HCPC. The examples I have chosen to discuss to evidence standards 3 and 4 will serve to demonstrate the mixture of CPD activity in which I have engaged and therefore how I meet standards 1 and 2.

Standard 3: A registrant must seek to ensure that their CPD has contributed to the quality of their practice and service delivery.

Standard 4: A registrant must seek to ensure that their CPD benefitted the service user.

I have selected a number of CPD activities from my portfolio which illustrate how I have met standards 3 and 4, as they have a direct impact on the quality of my work and on the service users and/or students with which I work. I have also produced a brief summary of how my activity has benefited service users.

My learning needs are established both through appraisal with my manager, and, more often, are established by taking a problem solving approach to new demands and tasks as they are presented, or through keeping up-to-date with evidence based practise and research, or in response to questions from students. For example, whilst reading research on teaching and learning in consideration of superficial vs deep learning it became apparent that a module I was module leader for could be better served if the sessions were rearranged to consider a deeper learning opportunity for students. After further reading and discussion with relevant colleagues I wrote a paper as part of my Masters Level study (Evidence 2: academic paper). This was then successfully implemented and students were shown to have a deeper learning experience as was demonstrated by their assessment presentations.

Learning by doing

With the introduction of a problem-based learning approach to the programme I have visited relevant departments at this and other universities in order to observe the approach in practice. I have also used all opportunities to discuss both formally and informally the problem-based learning process with colleagues as the programme develops. Students have been asked to evaluate my performance as a facilitator which I have used to maintain strengths and to develop my skills in areas of weakness. For example my first student feedback session made me aware that I had a tendency to lead discussion rather than to facilitate with the students feeling that they were being focused on areas I wanted them to discuss and not what they needed. I used this feedback to be more conscious of my involvement and to adopt a more facilitative approach. I also sat in on more experienced facilitators to use their approach as role model. The next feedback session shows that I was successful in my approach. (Evidence 3: student evaluations and reflective tool on future development needs)

Presentation at conference

I have presented at a conference organised by the university and attended by AHPs locally. The topic area was something I had been studying for my Masters degree and was recommended by the module leader that I should consider publishing the work. The content related to the ethical issues of healthcare as related to the teaching environment. In order to ensure the success of the presentation I ensured that I critiqued relevant articles and gave clear examples for discussion. I also had to consider the skills required for conference as opposed to skills for teaching. The session drew some useful discussion with peers who attended with some clear verbal confirmations of the relevance and interest to many areas. This experience has given me the confidence to pursue this further and to consider submission for future publication (Evidence 4: presentation given and reflective tool of the experience)

Formal Training

I am currently undertaking a Masters programme of study and have successfully completed a number of modules. I have chosen modules that will enhance my current role within education, two of which have previously been mentioned (conference presentation and surface vs deep learning). By developing my writing and research styles I am more confident in assessing undergraduate assessments and supervising undergraduate research and therefore able to facilitate learning in other (Evidence 5: masters level feedback sheets)

Attendance at professional body annual conference

This has enabled me to engage in debate and discussion on a number of current issues. For example I attended a workshop session on assessment which identified a unique approach to this topic. Whilst I didn't agree personally with the principles offered I was able to join in the discussions and became more aware of the evidence base being used. I followed this with further discussion with my colleagues and I was able to more clearly understand the concepts offered. I have not used this specifically in my role but it has enhanced my ability to be more open minded and see the value in debate and discussion in order to move forwards and the need to present all sides of a debate to students (Evidence 6: workshop details and reflective log)

In-service training on academic regulations, recruitment, curriculum design and chairing Personal Mitigating Circumstances (PMC) panels

All these have enabled me to meet the continued requirements of my role and to enhance my ability to develop my role further and to ensure quality is delivered to the students (Evidence 7: attendance and reflections). These opportunities have facilitated my ability to maintain a currency in my role as educator by developing my knowledge of policy and professional issues. By involvement of peers and colleagues my development is able to be considered for critique and development in a variety of areas. In order to make a valid and valued contribution to the programme and the profession I read relevant journals, research and publications which inform my own research and practice. Over the last two years I have taken on more responsibility within my role which has enabled me to become more involved at directorate and school level. This has meant that I have been in a position to comment on and ultimately influence practice within the directorate and therefore the user (student) experience. (Evidence 8: meeting minutes demonstrating my involvement).

Benefits to practice and to service users

I use a variety of support mechanisms available to me which have helped to focus issues and areas for development, these include an informal mentor, a research supervisor, regular staff meetings with colleagues, peer review as relevant by co-working with colleagues in teaching and project work and peer support of colleagues (Evidence 9: research supervision documentation and reflections). Over the next period of time I intend to develop my research and publications capacity following an interest in vocational rehab and return to work from sickness absence within the public sector. My current masters programme will enable me to consider this area and I intend to seek support from university and professional body as relevant. In

summary, CPD activity has enabled me to work more effectively, to extend and develop areas of expertise, to become more confident in my role, to stretch myself by embracing new challenges. CPD has benefited service users (my students) by enabling me to become a more effective educator, having developed my skills in problem based learning and having updated many lectures and learning experiences for the student. My role as a personal tutor is clear following specific training, and my confidence as a year manager is improved by a deeper understanding of the application of academic rules and regulations.

I am a better colleague, as my competence and confidence increases. Maintaining up-to-date awareness of key issues in occupational therapy through an appreciation of research and evidence-based practice allows me to contribute to and influence the design and delivery on specific modules, and to contribute knowledgeably to strategic developments. I am also a keener advocate for the directorate of occupational therapy within the university, as attendance at school level admin related training events has improved my confidence and effectiveness in a larger arena. Outside of the university, I feel that my clinical credibility is sound as I have kept my knowledge up-to-date with current practice in my clinical specialties through reading and through membership of the strategic group and by maintaining links with fellow practitioners within previous working environments. All these issues have a positive impact on my students in terms of the experience I am able to offer them.

Total words: 1576
(Maximum 1500 words)

4. Summary of supporting evidence submitted

Evidence number	Brief description of evidence	Number of pages, or description of evidence format	CPD standards this evidence relates to
	Summary of CPD activities	2 pages	Standard1
1	Appraisal process and personal development plan (PDP)	2 pages and 5 pages	Standards 2 and 3
2	MSc academic paper	10 pages	Standards 3 and 4
3	Student evaluations and reflective log	5 pages and 2 pages	Standards 2 and 3
4	Presentation and reflective tool	6 pages and 2 pages	Standards 3 and 4
5	MSc feedback sheets	5 pages	Standards 3 and 4
6	Workshop programme, reflective tool	1 page and 2 pages	Standards 2, 3, and 4
7	Certificate of attendance,	5 pages and 6	Standards 2, 3, and

	reflective log	pages	4
8	Minutes of meetings	10 pages	Standards 2 and 3
9	Research supervision documentation and reflective logs	5 pages and 6 pages	Standard 4