

Council, 23 March 2017

Outcomes of the consultation on revised guidance on Continuing Professional Development

Executive summary and recommendations

Introduction

At its meeting on 19 May 2016, the Council considered a paper on continuing fitness to practise and agreed to progress changes to the published guidance on continuing professional development.

The Executive redrafted the existing guidance 'Continuing professional development and your registration' in light of the outcomes of the market research study carried out by Qa research: 'Perceptions and experiences of the HCPC's approach to continuing professional development standards and audits'

A consultation was held between 3 October 2016 and 13 January 2017 on revised guidance on Continuing Professional Development (CPD).

The Education and Training Committee considered the consultation response analysis and revised draft guidance on 2 March 2017 and suggested some minor changes for clarity. These changes have been made and the consultation response analysis and revised draft guidance are attached for the Council's consideration and approval.

Decision

- The Council is invited to discuss and agree the text of the consultation response analysis document and the draft guidance, subject to legal scrutiny and minor editing amendments.

Background information

- Perceptions and experiences of the HCPC's approach to CPD <http://www.hcpc-uk.org/publications/research/index.asp?id=1145>
- Council, 19 May 2016. Continuing fitness to practise. <http://www.hcpc-uk.org/assets/documents/10005000Enc08-ContinuingFitnessToPractise.pdf>
- Education and Training Committee, 8 September 2016, Consultation on revised guidance on Continuing Professional Development: <http://www.hcpc-uk.org/assets/documents/10005129Enc03-ConsultationonrevisedCPDguidance.pdf>

- Education and Training Committee, 2 March 2017, Consultation on revised guidance on Continuing Professional Development: <http://www.hcpc-uk.org/assets/documents/100052EBEnc05-CPDguidanceconsultationanalysis.pdf>

Resource implications

The resource implications include those associated with publication and launch of the revised guidance. These have been taken into account in departmental work plans for 2016/2017 and 2017/2018.

Financial implications

The financial implications, including reprinting the guidance document, have been accounted for in budgeting for 2017/2018.

Appendices

- Appendix 1: Continuing professional development and your registration
- Appendix 2: Consultation on revised guidance on Continuing Professional Development – analysis of the responses

Date of paper

9 March 2017

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Information for registrants

Continuing professional development and your registration

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Section 1. Introduction

About this document

We have written this document to provide information and guidance to registrants about our requirements for continuing professional development (CPD).

All registrants are required to meet our standards for continuing professional development. We undertake audits every time a profession renews its registration to make sure that our standards are being met.

How this document is structured

- Section one provides information about the HCPC.
- Section two provides a summary of our requirements for registrants.
- Section three explains more about the CPD standards and why we have them.
- Section four explains how the CPD standards can be met.
- Section five explains what happens if you are audited.
- Section six provides guidance about completing a CPD profile.
- Section seven gives contact details for more information.

Language

Throughout this document:

- 'health and care professional' or 'registrant' refers to a professional on our Register;
- 'service user' refers to anyone who uses or is affected by a registrant's practice;
- 'the Standards' refers to the CPD standards;
- 'we' and 'us' refers to the Health and Care Professions Council (HCPC); and
- 'you' or 'your' refers to a registrant.

About us

We are a regulator and were set up to protect the public. To do this, we keep a register of professionals who meet our standards for their professional skills and behaviour. Individuals on our register are called 'registrants'.

We currently regulate 16 professions:

- Arts therapists
- Biomedical scientists
- Chiropodists / podiatrists
- Clinical scientists
- Dietitians
- Hearing aid dispensers
- Occupational therapists
- Operating department practitioners
- Orthoptists
- Paramedics
- Physiotherapists
- Practitioner psychologists
- Prosthetists / orthotists
- Radiographers
- Social workers in England
- Speech and language therapists

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Section 2. Summary

This section summarises our requirements for registrants.

CPD and registration

- CPD is the way in which registrants continue to learn and develop throughout their careers so they keep their skills and knowledge up-to-date and are able to practise safely and effectively.
- CPD is not only formal courses but any activity from which you learn and develop.
- CPD is a requirement of your registration, so you need to meet our CPD standards to remain registered.

Meeting the CPD standards

You need to do the following.

- Undertake regular CPD and keep a record of what you do in the way most convenient for you.
- Undertake different kinds of learning activities.
- Think about how your CPD might improve your practice and benefit your service users.
- Participate in an audit if we ask you to. We audit a random sample of each profession at every renewal.

If you are audited

You will only form part of the sample selected for audit if you have been registered for two years or more. If you are, you need to do the following.

- Renew your registration by completing the professional declarations and paying the registration fee (as you normally would).
- Complete a CPD profile explaining how you have met the CPD standards and submit it to us by the deadline date.
- Submit supporting evidence with your CPD profile to show us that you have undertaken CPD which meets the Standards. Don't forget to include a dated list of all the activities you have undertaken since you last renewed your registration. Explain any gaps in your CPD of three or more consecutive months.

Section 3. About the CPD standards

This section provides more information about the CPD standards and why we have them.

What is CPD?

CPD is the way in which registrants continue to learn and develop throughout their careers so they keep their skills and knowledge up-to-date and are able to practise safely and effectively.

CPD is not just formal courses. A CPD activity is any activity from which you learn and develop. This might include the following.

- **Work-based learning.** For example, reflecting on experiences at work, considering feedback from service users or being a member of a committee.
- **Professional activity.** For example, being involved in a professional body or giving a presentation at a conference.
- **Formal education.** For example, going on formal courses or undertaking research.
- **Self-directed learning.** For example, reading articles or books.

We have provided a longer list of possible CPD activities in appendix 1. This is not an exhaustive list and there may be other activities not listed that still help you to learn and develop and which can be part of your CPD.

CPD standards

CPD is linked to registration, so you need to meet our CPD standards to remain registered. There are five CPD standards.

A registrant 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; and
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.

In section four we explain more about each standard and what you need to do to meet them.

A flexible approach based on outcomes

Our approach to CPD has been developed to be flexible enough to take account of the range of different health and care professionals registered with us, different working roles and learning needs and variation in registrants' access to certain types of CPD.

We do not set a number of hours or points that you have to complete and we do not 'approve' or 'endorse' any CPD activities. Instead we want you to identify your development needs and choose appropriate activities to help you meet them. We are much more interested in the outcomes of your learning and how this has benefited your practice and the service users you work with.

This means that you can plan your CPD based on the kinds of activities that are most relevant to you and your practice.

The role of employers

We regulate individual health and care professionals and do not have any role in regulating employers. So, the CPD standards are a personal responsibility that all registrants have to meet to remain registered with us.

However, responsible employers will want to encourage the learning and development of their employees so that they can retain their registration. We communicate regularly with employers to make sure that they are aware of the Standards and what they mean for their employees.

CPD and fitness to practise

CPD is linked to registration and a registrant who does not meet our CPD standards can be removed from the Register.

We have a separate process (our fitness to practise process) for dealing with concerns about the conduct and competence of our registrants.

Although there is no direct link to the fitness to practise process, our standards for CPD are all about making sure registrants continue to learn and develop so that they can remain fit to practise and improve their practice for the benefit of their service users.

Section 4. Meeting the Standards

This section provides more information about how the Standards can be met. There is more information about the audits in section five.

The Standards in more detail

We have taken each standard below and explained what they mean.

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

What the Standard means

- You need to undertake regular CPD activities – you can find examples of these in [appendix 1](#).
- You need to keep a record of what you do in whatever way is most convenient for you.
- You need to add to your record on an ongoing basis. If you are audited we will be interested in what you have done over the previous two years (the length of each registration cycle).
- Your record needs to be a true reflection of the activities that you have undertaken.

Keeping your record

We do not ask for a set format for recording your CPD. You might choose to keep a binder or folder including documents such as certificates and notes that you have kept relating to your CPD, or you might keep this record electronically. You might follow a format provided by your professional body or by your employer. Please make sure that you can access your record – for example, should you leave your employer.

This is your personal record. We will not ask to see a complete copy, but if you were audited, we would ask you to give us details of the activities you have completed over the previous two years and submit some supporting evidence. So keeping a good record will mean that you can do this easily. You can find examples of the types of evidence you might want to keep in [appendix 2](#).

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

What the Standard means

- Your CPD must include a mixture of different types of learning.
- Your CPD must relate to your registration and practice as a health and care professional.

Mixture of activities

Your CPD must include a mixture of different types of learning. This means that you need to undertake at least two different types of learning activity. In practice, most registrants will undertake many different types of learning whilst registered with us. We have provided a longer list of possible CPD activities in appendix 1.

If you were audited and had only undertaken one type of learning – for example, if you had only read professional journals but had not undertaken any other kind of learning – you would not meet this standard.

Your practice

Your CPD must be relevant to your current or future practice. This means that your CPD should be related in some way to your registration as a health and care professional.

Your CPD will be relevant to your practice so will be individual to you. For example if you are managing a team some of your CPD might be based around your skills as a manager. If you work in private practice, some of your CPD might be about the skills you need to run a successful practice.

Your CPD can also support your career development. So some or all of your CPD might be about preparing you for a future role.

If you have an annotation on the Register (for example, in prescribing), we would particularly encourage you to consider whether you need to complete some CPD activities to keep up-to-date in this area of practice.

You are able to make your own decisions about the CPD that is most beneficial to you, your practice and your future career ambitions.

Interactive activities

There is some developing evidence that suggests that the most effective learning activities are often those that are 'interactive' and which encourage 'self-reflection'. For example, 'peer discussion' is a term used to describe opportunities to discuss practice issues with groups of professional colleagues. Although this is not a specific requirement, we would encourage registrants to seek opportunities where they can to learn and reflect on their practice with others.

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

What the Standard means

- You should aim for your CPD to improve the way you work.
- If you were audited, we would ask you to tell us about some of the activities you have undertaken, what you learnt and how this has improved your practice.

Quality of practice and service delivery

Your CPD should lead to you making changes to how you work which improves the service that you provide.

You do not necessarily have to make drastic changes to how you work. Some CPD activities might mean that you continue to work as you did before, but that you are more confident that you are working effectively. Others might help you acquire new or improved skills or help you to make changes to working practices.

‘Seek to ensure’

We use the term ‘seek to ensure’ in standard 3 because there may be some instances where the CPD activity you undertook to improve your practice is not as effective as you thought it would be. You cannot always anticipate the actual benefits of CPD activity, but the important thing is to consider why the activity was not as helpful as you thought it would be, and how you might do things differently in future. As long as you can explain this if asked, you will still meet this standard.

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

What the Standard means

- You should aim for your CPD to benefit your service users.
- If you were audited, we would ask you to tell us about some of the activities you have undertaken, what you learnt and how this has benefited your service users.

Benefits the service user

For the purposes of this standard, we define a ‘service user’ as anyone who uses or is affected by your work.

Who your service users are will depend on how and where you work. For example:

- if you are in ‘front line’ or laboratory-based practice your service users might include patients, clients, carers, other professionals and others you provide services to;
- if you work in education, your service users might include your students; and

- if you are a manager, your service users might include the team that you manage.

The above is not an exhaustive list, so you will need to think about who your service users are.

Your CPD should lead to benefits for your service users. These benefits do not need to be radical and in many cases may simply be a result of improvements you have made to your practice – for example, a CPD activity has improved your practice because you have acquired new skills, and as a result you are able to provide a better service to your service users. This standard is asking you to think about how your CPD has benefited those who you work with and who are affected by your practice.

‘Seek to ensure’

We use the phrase ‘seek to ensure’ in standard 4 because you might undertake a CPD activity to provide benefits to service users, but find that it is not as helpful as you had expected. As long as you think about why the activity was not useful and what you might do in future instead, and can explain this if asked, you will still meet this standard.

Third party feedback

Seeking, receiving and reflecting on feedback from service users and peers can help improve practice and help to identify future learning needs.

Although this is not a specific requirement, we would encourage registrants to seek and reflect on feedback from service users and others where they are able to. Feedback from third parties can also be a useful piece of evidence to support that standard four has been met (see section six).

Standard 5: A registrant must, 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

What the Standard means

- You only need to meet this standard if you are selected for audit.
- You need to participate in the audit by submitting a CPD profile containing information and evidence about how you have met the Standards.
- The CPD profile must be your own work.

We explain more about participating in an audit and completing a CPD profile in sections five and six.

Your own work

If you are audited, the CPD profile must be your own work. A profile which was written by a third party, or included text from profiles produced by others, would not meet this standard.

If we suspect that a CPD profile is not a registrant's own work but, for example, includes plagiarised material, we would stop the assessment process and investigate this under our fitness to practise process.

This does not mean that you cannot ask a colleague for help and we would encourage registrants who need help to discuss their CPD audit with their colleagues.

CPD schemes

As our standards are outcomes based, there are lots of different ways in which you might meet them.

You could meet our requirements by choosing to take part in a scheme run by your professional body, your employer or any other organisation. Most CPD schemes will give you the opportunity to meet our standards and offer a useful way of structuring and recording your CPD activities.

As we do not approve any CPD schemes, you still need to make sure that you are content that taking part in a scheme will allow you to meet our standards. If you were audited, you would draw on the different activities that you had completed as part of the scheme to demonstrate how our standards had been met.

Our CPD standards are also complementary to CPD frameworks which are sometimes published by service providers or by professional bodies and which link learning and development to career development and progression.

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Section 5. The audit process

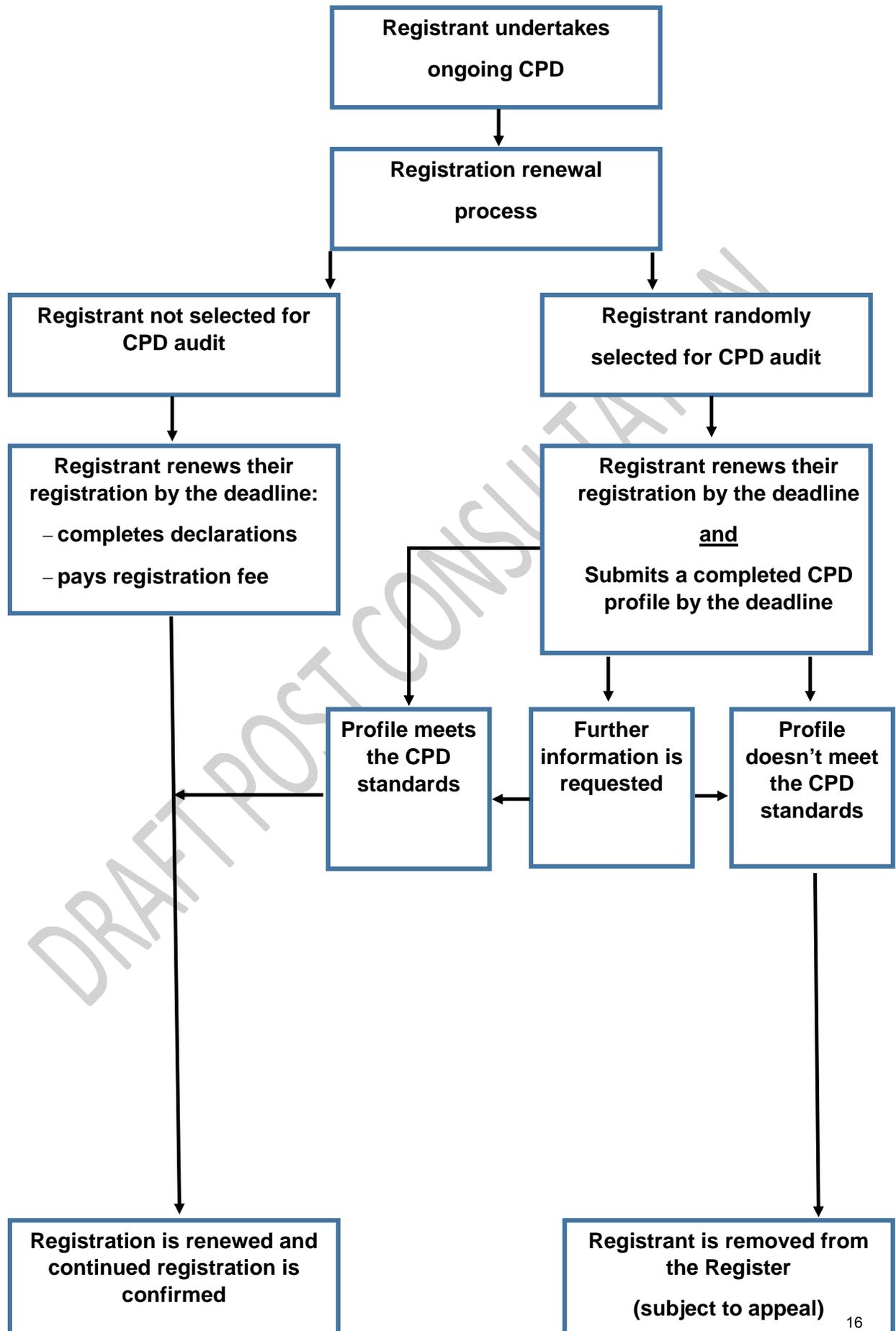
This section explains more about the audit process. If you are selected for audit, we will send you information about exactly what you need to do.

The audit process in summary

The following is a simple summary of the audit process.

[See overleaf]

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The audit process in more detail

Selection for audit

Each profession renews its registration every two years. When you renew your registration, we ask you to complete a declaration to confirm that you have met our standards, including the Standards for CPD.

We audit a random sample of 2.5% of registrants in each profession at every renewal and ask these individuals to send us information and evidence that they have met the CPD standards. This percentage will be kept under regular review and may change in the future.

We will only audit registrants who have been registered for two years or more. This means that if you are a recent graduate, you will not be chosen for audit when you renew your registration for the first time. Similarly, if you have had a break in registration and have just come back onto the Register, you will not be chosen for audit the first time you renew your registration.

The audit selection is computer generated at random. As CPD is an ongoing requirement whilst you are registered, it is possible that you could be selected for audit on multiple occasions.

Completing the audit

If you are chosen for audit, we will send you information about completing your CPD profile. You will need to complete and submit your profile by your renewal deadline date. If circumstances mean that you are unable to participate in an audit, you can make a request to defer your audit (see pages 16 and 17).

You will have approximately three months in which to complete and submit your profile. We will also remind you approximately one month before the deadline. You can find examples of completed CPD profiles on our website.

If you do not submit a CPD profile or any further information that we request as part of the audit process, you may be removed from the Register. You would be able to appeal this decision (please see pages 15 and 16).

You also need to renew your registration as you normally would – by completing the renewal declarations and paying the registration fee. If you do not renew your registration, you will be removed from the Register.

We may not be able to assess your profile by the end of your registration cycle. If that happens and you have completed your renewal, we will renew your registration in the normal way so that you can continue to practise. We will then continue to assess your profile.

When we have received your profile

When we receive your completed profile, we will check that it is complete (for example, that you have included some evidence). If something is missing, we will ask you for the missing information.

We will ask CPD assessors to assess your CPD profile against the Standards. CPD assessors are registrants we appoint and train to assess profiles and at least one of them will be from the same profession as you. In appendix 3, we have broken down each standard into 'assessment criteria' so you can see what meeting and not meeting a standard might look like.

While your profile is being assessed (and if you were to appeal against any decision) you will continue to stay registered and can continue to practise.

Assessment outcomes

Once a profile has been assessed, there are three possible outcomes.

- **Your profile meets the Standards.** We will contact you and let you know.
- **Further information is requested by the HCPC.** We will contact you and let you know what information we need to decide whether you meet the CPD standards.
- **Your profile does not meet the Standards.**

If your profile does not meet the Standards, the CPD assessors will then decide whether or not to offer you extra time (up to an additional three months) to meet the Standards. We will normally ask you for further information before we make this decision.

The CPD assessors will decide whether to offer you extra time by considering whether:

- you have made a reasonable attempt to provide a complete CPD profile;
- you have met some of the Standards; and
- with extra time it would be possible for you to meet the Standards.

You are very likely to be offered extra time if it is clear to the assessors that you are committed to CPD but for whatever reason have struggled to meet some of the CPD standards fully.

If you are given extra time to meet the Standards, we will contact you and tell you what we need you to do and by when. This might include, for example, undertaking further CPD and/or completing a new profile. You will need to submit the information we request which we will then assess.

If you do not meet the Standards, we will remove you from the Register. Whatever decision we reach, we will let you know our decision and the reasons for it.

Making an appeal

If we decide that your CPD profile does not meet our Standards, or you have not participated in or completed the audit process, and we decide to remove you from the Register, you can appeal against this decision. You will be able to tell us why you think this decision is wrong.

We will let you know exactly what you need to do and by when. If you make an appeal, you will stay on the Register until a decision has been made. Your appeal will be considered by an appeal panel. You can choose to go to an appeal hearing or ask for your appeal to be considered on the documents that you send to the panel.

The appeal panel can decide to:

- agree with you and allow you to stay registered;
- dismiss the appeal, so our original decision to take you off the Register stands; or
- ask us to assess your CPD profile again.

If you do not agree with the panel's decision, you can appeal to the County Court in England, Wales or Northern Ireland or to a local Sheriff Court in Scotland.

Coming back onto the Register

If we decide that your CPD profile does not meet our Standards, or you have not participated in or completed the audit process, and we remove you from the Register, you will be able to apply to us to be registered again in the future.

To come back onto the Register, you will need to apply for 'readmission'. We will ask you for additional information about why you previously came off of the register and about the CPD you plan to undertake if you are registered again. We will then consider this information before making a final decision about your application. If we re-register you, we will include you in the next CPD audit for your profession.

You can find more information about applying for readmission on our website.

Deferral

If you are selected for audit but are unable to participate because of your circumstances, you can ask us to defer your audit. This might be because of a serious illness, a bereavement or maternity leave.

We will ask you to submit evidence of why you are unable to participate. We will want to make sure that it will be fair to you and to the other registrants who have been audited to defer your audit. If your audit is deferred, you will be automatically chosen for audit when your profession next renews its registration.

It is your choice about whether to apply for deferral. For example, you may feel that you are able to take part in an audit even if you have been on maternity leave or sick leave for a significant part of the two year registration cycle. If this in the case, you could choose to take part in the audit and make your circumstances clear in your profile.

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Section 6. Putting your CPD profile together

This section provides a brief summary of what we would need from you if you are selected for audit.

If you are selected for audit, we will give you more information about what we need you to do, how and by when. This information includes information about the reasonable adjustments we can put in place for disabled registrants.

You can find out more in 'How to complete your Continuing Professional Development profile' available on our website. You can also find sample CPD profiles for each profession which show you different ways of completing your profile and meeting the Standards.

The profile in summary

The profile has four parts:

- **Summary of your practice history (up to 500 words).** In this section, we ask you to describe your current role and the type of work you do. We ask for this information so that we can assess whether your CPD is relevant to your current or future practice (standard two).
- **A statement of how you have met the Standards (up to 1,500 words).** In this section, we ask you to draw on the CPD activities you have undertaken to show us how you meet the Standards.
- **A dated list of the CPD activities you have undertaken since you last renewed your registration.**
- **Supporting evidence.** We ask you to provide us with evidence which shows that the CPD activities you have written about in the profile have taken place.

Writing your statement

In your statement, you will be concentrating most on telling us how you meet standards three and four – how your CPD activities improve the quality of your work and benefit service users.

One way to complete your statement is to choose four to six CPD activities you have undertaken and for each one describe:

- what the activity was;
- what you learnt; and
- how you think the activity improved the quality of your work and benefited your service users.

You can choose to tell us about the activities which you think benefited you the most and for which you have some supporting evidence. Writing your statement in this

way can be a clear and simple way of showing us how the Standards have been met.

However, there is more than one way of completing your statement so this is only a suggestion. Other ways might include using your professional development plan or similar (if you have one) or structuring your statement around each of the CPD standards.

Supporting evidence

You need to submit the following evidence.

- **A dated list of all the CPD activities which you have undertaken in the last two years** (since you last renewed your registration). This shows us that you have undertaken CPD and kept a record (standard one).

Your dated list might be something you produce as a result of the audit, looking at your personal CPD record, or might be something you can generate automatically if you are using an electronic record keeping system.

Your CPD record must be 'continuous' (standard one) but we recognise that CPD activities may not be evenly spaced out during your registration cycle. If you have a gap in your CPD activities of three or more consecutive months, please explain why in your statement. Some activities may take place over a period of time rather than on a specific date. If this is the case you should state the start and end date in your list of activities.

- **Evidence which shows that the CPD you have written about in the profile has taken place.** You might also provide evidence (if available) of the benefits of your CPD to your practice and service users.

We will look for evidence that the activities you have written about in your statement have taken place. So for example, if you have told us about five activities in your statement, we would expect to see five supporting pieces of evidence.

Appendix 2 at the back of this document provides a list of the different types of evidence you might send us. This could include evidence you have gained from third parties, for example, course certificates, as well as evidence you have produced yourself, for example, notes from reading professional journals.

You can also send us evidence of the benefits of your CPD. For example, you may have evidence of a meeting with your manager where you discussed using new skills you had learnt, or you may have evidence of how you personally planned to make changes to systems and practices. But we recognise that for some activities, evidence like this might not be possible. So you should make sure that you explain clearly in your statement what you learnt from an activity and what you think the benefits were and why.

Section 7. More information

Our website: www.hcpc-uk.org/registrants/cpd/ contains further information, including:

- guidance on putting a CPD profile together
- sample CPD profiles;
- the HCPC biennial CPD audit reports; and
- CPD frequently asked questions.

If you have any questions about this document, please contact us. You can contact us at:

Registration Department
Health and Care Professions Council
Park House
184 Kennington Park Road
London
SE11 4BU

Phone: 44 (0)300 500 4472

Email: registration@hcpc-uk.org

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Glossary

Appeal

If you do not meet the CPD Standards, or you have not participated in or completed the audit process, and we inform you that you will be removed from the register, you can ask us to reconsider the decision by making an appeal.

Audit

A CPD audit is the process where we ask a sample of registrants who are renewing their registration to send in a profile showing how their CPD meets our Standards.

Continuing Professional Development (CPD).

CPD is the way in which registrants continue to learn and develop throughout their careers so they keep their skills and knowledge up-to-date and are able to practise safely and effectively.

CPD assessor

A registrant appointed by us to assess CPD profiles against the CPD Standards.

Deferral

The process by which a registrant who cannot complete their profile is allowed to put off their CPD audit until their profession next renews its registration.

Fitness to practise

When we say that a registrant is 'fit to practise', we mean that they have the skills, knowledge and character to practise their profession safely and effectively.

Fitness to practise is also the name of the process we follow when we consider concerns about the practice or behaviour of a registrant.

Professional body

Each of the professions regulated by us has at least one professional body. Professional bodies may deal with supporting their members, promoting the profession, developing best practice and continuing education.

Profile

The information that a registrant being audited submits to us to show that they meet the Standards for CPD.

Readmission

The process by which someone who was registered in the past can apply to be registered again.

Registrant

A health and care professional who is registered by us.

Renewal

The process by which professionals on our Register make a professional declaration and pay their registration fees, so that they can continue to be registered. Each profession renews its registration every two years.

Service user

For the purposes of the standards for CPD, a service user is someone who uses or is affected by a registrant's practice.

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Appendix 1: Examples of CPD activities

This list should give you an idea of the kinds of activities that might make up your CPD.¹

Work-based learning

- Learning by doing
- Case studies
- Reflective practice
- Audit of service users
- Coaching from others
- Discussions with colleagues
- Peer review
- Gaining and learning from experience
- Involvement in the wider, profession-related work of your employer (for example, being a representative on a committee)
- Work shadowing
- Secondments
- Job rotation
- Journal club
- In-service training
- Supervising staff or students
- Expanding your role
- Significant analysis of events
- Filling in self-assessment questionnaires
- Project work

Professional activities

- Involvement in a professional body, specialist interest group or other groups
- Lecturing or teaching
- Mentoring
- Being an examiner

¹ This list has been adapted from work done by the Allied Health Professions' project 'Demonstrating competence through CPD' (2003).

- Being a tutor
- Organising journal clubs or other specialist groups
- Maintaining or developing specialist skills (for example, musical skills)
- Being an expert witness
- Giving presentations at conferences
- Organising of accredited courses
- Supervising research or students
- Being a national assessor

Formal / educational

- Courses
- Further education
- Research
- Attending conferences
- Writing articles or papers
- Going to seminars
- Distance or online learning
- Going on courses accredited by a professional body
- Planning or running a course

Self-directed learning

- Reading journals or articles
- Reviewing books or articles
- Updating your knowledge through the internet or TV
- Keeping a file of your progress

Other

- Relevant public service or voluntary work

Appendix 2: Examples of evidence

This list should give you an idea of the kinds of evidence of your CPD you could provide.²

Materials you may have produced

- Information leaflets
- Case studies
- Critical reviews
- Policies or position statements
- Documents about national or local processes
- Reports (for example, on project work or audits / reviews)
- Business plans
- Procedures
- Guidance materials
- Guidelines for dealing with service users
- Course assignments
- Action plans
- Course programme documents
- Presentations you have given
- Articles for journals
- Questionnaires
- Research papers, proposals, funding applications
- Induction materials for new members of staff
- Learning contracts
- Contributions to the work of a professional body
- Contributions to the work of a special interest group

Materials showing you have reflected on and evaluated your learning and work

- Adapted documents arising from appraisals, supervision reviews and so on
- Documents about following local or national schemes relating to CPD
- Evaluations of courses or conferences attended

² This list has been adapted from work done by the Allied Health Professions' project 'Demonstrating competence through CPD' (2003).

- Personal development plans
- Approved claims for credit for prior learning or experience

Materials you have got from others

- Testimonials
- Letters from service users, carers, students or colleagues
- Course certificates

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Appendix 3: Assessment criteria

Standard	Standard not met	Standard partly met	Standard met
1. A registrant must maintain a continuous, up-to-date and accurate record of their CPD activities.	The registrant has not provided evidence that they have kept a record of their CPD.	There is some evidence that the registrant has kept a record – for example, they have described keeping a record.	There is evidence that the registrant has maintained a record of their CPD activities. They have included a dated list of all the CPD activities they have undertaken. If there is a gap of three or more months, they have explained why.
2. A registrant must demonstrate that their CPD activities are a mixture of learning activities relevant to current or future practice.	<p>The registrant has not undertaken any CPD activities.</p> <p>Or</p> <p>The registrant's CPD consists of only one type of learning activity.</p> <p>And/or</p> <p>The registrant's CPD is not relevant to their current or future practice.</p>	There is some evidence that the registrant's CPD is relevant to current or future work, but this is not made clear.	<p>The registrant's CPD includes at least two types of learning activity.</p> <p>And</p> <p>The registrant's CPD activities are relevant to their current or future practice.</p>

Standard	Standard not met	Standard partly met	Standard met
<p>3. A registrant must seek to ensure that their CPD has contributed to the quality of their practice and service delivery.</p>	<p>The registrant has not provided any information which shows that they have thought about how their CPD activities might have improved the quality of their work.</p>	<p>There is some suggestion that the registrant's CPD has improved their work but this is not clear.</p>	<p>The registrant's personal statement explains how their CPD activities have improved the quality of their work.</p> <p>Or</p> <p>The registrant has explained how they believed that their CPD would improve the quality of their work but this has not been the case. They have explained why this was and what they will do in the future.</p>
<p>4. A registrant must seek to ensure that their CPD benefits the service user.</p>	<p>The registrant has not provided any information which explains any benefit to service users.</p>	<p>There is limited information or explanation about how the registrant's CPD activities have benefited service users.</p>	<p>The registrant's personal statement explains how their CPD activities have benefited their service users.</p> <p>Or</p> <p>The registrant has explained how they believed that their CPD would benefit their service users but this has not been the case. They have explained why this was and what they will do in the future.</p>

Standard	Standard not met	Standard partly met	Standard met
5. A registrant must, 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.	The registrant did not complete a profile and submit to us by the deadline.	The registrant has provided a profile but it is incomplete (for example, the evidence is missing).	The registrant has sent in a completed profile by the deadline.

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Consultation on revised guidance on Continuing Professional Development

Analysis of responses to the consultation on 'Continuing Professional Development' and our decisions as a result

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1. Introduction

About the consultation

- 1.1 We consulted between 3 October 2016 and 13 January 2017 on revised Guidance on Continuing Professional Development (CPD).
- 1.2 We informed a range of stakeholders about the consultation including professional bodies, employers, and education and training providers, advertised the consultation on our website, and issued a press release.
- 1.3 We would like to thank all those who took the time to respond to the consultation document. You can download the consultation document and a copy of this responses document from our website:
www.hcpc-uk.org/aboutus/consultations/closed.

About us

- 1.4 We are a regulator and were set up to protect the public. To do this, we keep a Register of health and care professionals who meet our standards for their professional skills and behaviour. Individuals on our register are called 'registrants'.
- 1.5 We currently regulate 16 health and care professions:
 - Arts therapists
 - Biomedical scientists
 - Chiropodists / podiatrists
 - Clinical scientists
 - Dietitians
 - Hearing aid dispensers
 - Occupational therapists
 - Operating department practitioners
 - Orthoptists
 - Paramedics
 - Physiotherapists
 - Practitioner psychologists
 - Prosthetists / orthotists
 - Radiographers
 - Social workers in England
 - Speech and language therapists

About this document

- 1.6 This document summarises the responses we received to the consultation.
- 1.7 The document starts by explaining how we handled and analysed the responses we received, providing some overall statistics from the responses. Section three provides a summary of the general comments we received, while section four is structured around the responses we received to specific questions. Our responses and decisions as a result of the comments we received are set out in section five.
- 1.8 In this document, 'you' or 'your' is a reference to respondents to the consultation, 'we', 'us' and 'our' are references to the HCPC.

2. Analysing your responses

2.1 Now that the consultation has ended, we have analysed all the responses we received.

Method of recording and analysis

2.2 The majority of respondents used our online survey tool to respond to the consultation. This invited them to indicate whether they were responding as an individual or on behalf of an organisation. For each question they answered, respondents were able to select from four options: yes; no, partly; and don't know. They were also able to give us their comments on each question in a free text box.

2.3 Where we received responses by email or by letter, we recorded each response in a similar format.

2.4 When deciding what information to include in this document, we assessed the frequency of the comments made and identified themes. This document summarises the common themes across all responses, and indicates the frequency of arguments and comments made by respondents.

Quantitative analysis

2.5 We received 80 responses to the consultation document. 58 responses (73%) were made by individuals of which 53 (91%) were HCPC registered professionals and 22 (28%) were made on behalf of organisations.

2.6 The table below provides some indicative statistics for the answers to the consultation questions. Responses to question seven, which asked for any other comments on the standards, are summarised in section three of this paper.

Quantitative results

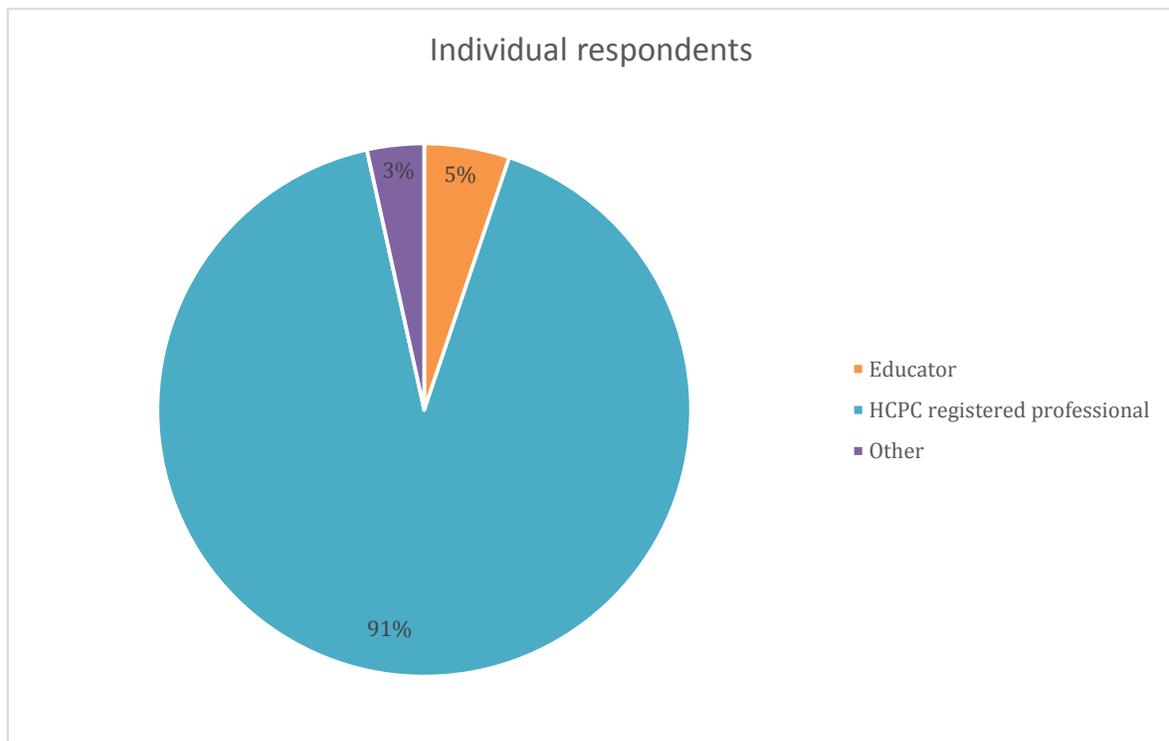
Questions	Yes	No	Partly	Don't know	No answer
Is the guidance clear and easy to understand? How could we improve it?	63 (79%)	3 (4%)	13 (16%)	1 (1%)	0 (0%)
Could any parts of the guidance be reworded or removed?	19 (24%)	44 (55%)	8 (10%)	7 (9%)	2 (3%)

Do you have any other comments on the draft guidance or on our overall approach in this area?	36 (45%)	42 (53%)	0 (0%)	0 (0%)	2 (3%)
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- Percentages in the tables above have been rounded to the nearest whole number and therefore may not add up to 100 per cent.

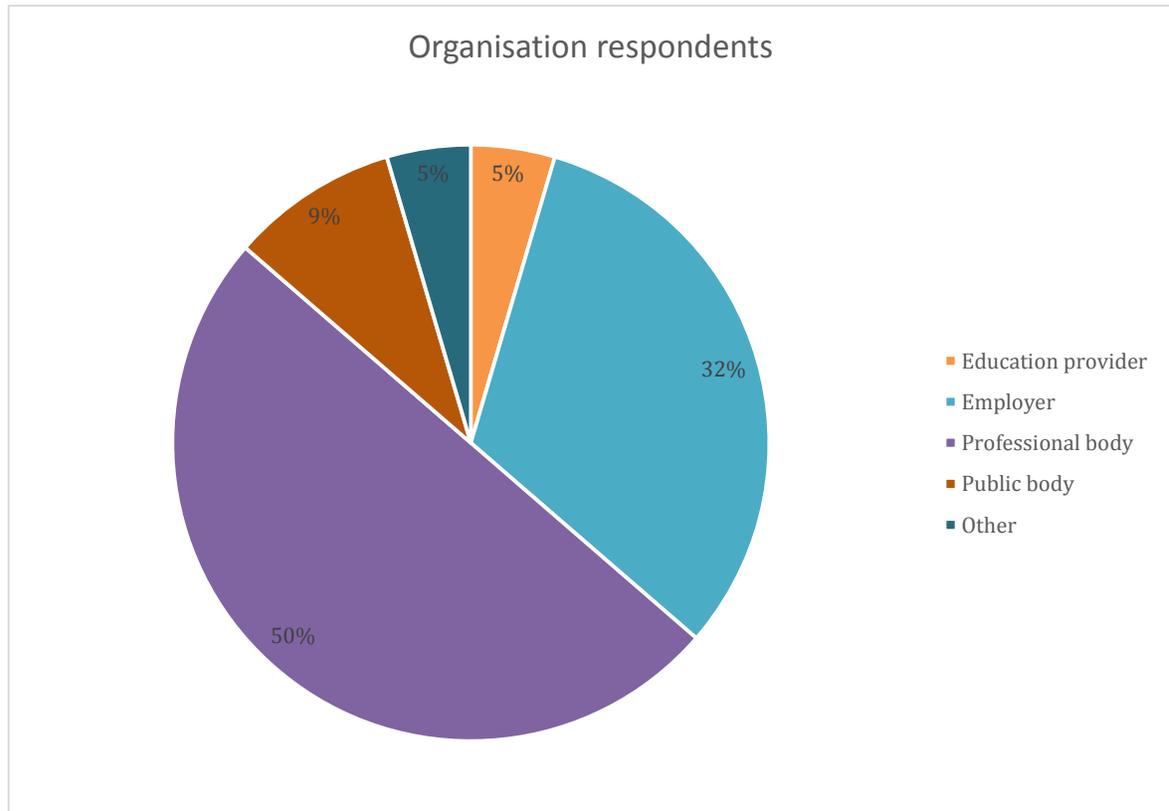
Graph 1 – Breakdown of individual respondents

Respondents were asked to select the category that best described them. The respondents who selected ‘other’ identified themselves as joint educator and HCPC registrant or another professional.



Graph 2 – Breakdown of organisation respondents

Respondents were asked to select the category that best described their organisation. The organisation who selected 'other' identified themselves as a certification body.



3. Summary of responses

- 3.1 There was strong support from the majority of respondents for the revised guidance on 'Continuing Professional Development', although some qualified their response by suggesting further improvements.
- 3.2 Many respondents commented that they felt the language in the revised guidance was clearer, although some requested that further detail was provided in the glossary definitions.
- 3.3 A significant number of respondents welcomed the changes to the format of the guidance, citing the amalgamation of the short and long guidance documents in to one version, and the inclusion of bullet points and a new flowchart as substantial improvements.
- 3.4 A number of HCPC registrants responding to the consultation commented on the difficulties they face in completing their CPD profile and suggested that it would be helpful for the HCPC to provide templates and further examples. However others appreciated the flexible model adopted in the revised guidance.
- 3.5 A number of respondents commented that further clarification around the outcomes-based approach taken by the HCPC to CPD would be helpful.
- 3.6 HCPC registrants raised concern about the difficulties they face in obtaining sufficient time and funding for CPD activities and suggested ways they felt the HCPC might assist in raising awareness with employers.
- 3.7 Two respondents raised concern about the accessibility of the guidance to dyslexic individuals, and provided suggestions of simple ways this could be improved.

4. Response to the consultation

- 4.1 There was overall support from respondents for the revised guidance on 'Continuing Professional Development', with some comments for further amendments to improve the content and accessibility of the document.
- 4.2 The comments we received are summarised below, structured around the common themes we have identified.

Language and style

- 4.3 The majority of respondents (79%) considered that the revised guidance was clear and easy to understand. Of those respondents who also provided comments, around a quarter specifically mentioned how helpful and simple the language was. A number of respondents also welcomed the amalgamation of the short and long guidance in to a single document, which they felt provided clarity and improved accessibility.
- 4.4 A number of suggestions were made regarding the language and style of the document to improve readability, these included: removing some repetition in the document; and using consistent language, for example aligning the terms 'CPD profile' and 'written profile' to avoid confusion.

Format and content

- 4.5 Respondents welcomed the changes made to the format of the guidance, in particular the introduction of bullet points and the inclusion of a flowchart. However, a number of suggestions were made for further improvements, these included:
- generating an interactive contents page;
 - incorporating clearer headings to make the document easier to navigate;
 - adding links to other guidance documents (for example standards of proficiency) and guidance videos on the HCPC website;
 - making minor tweaks to the structure and content of the flowchart;
 - providing clearer signposting to the helpful information contained in the appendices.
- 4.6 A number of respondents highlighted the difficulties some registrants face in completing their CPD profile, and suggested that it may be helpful to include template forms for registrants to use. Some considered that this would ensure a more streamlined approach to CPD across AHPs and social care professionals. However, others welcomed the current, flexible and non-prescriptive approach.

- 4.7 Some respondents suggested that more accessible practice examples would assist them in understanding the approach they should take to completing CPD activities and documenting them.
- 4.8 One organisation suggested that further clarity was necessary around how certain types of CPD could be evidenced, for example supervision or meeting attendance, particularly where notes taken contain confidential information.
- 4.9 A number of HCPC registrants responding to the consultation raised concern about the lack of direction in the guidance regarding the minimum number of hours of CPD required. They considered that a minimum requirement would provide a helpful benchmark in determining the appropriate input required.
- 4.10 However, several organisations who provided comments welcomed the flexible, outcomes-based approach taken in the guidance. One organisation however commented that the guidance on this should appear earlier in the document and provide greater clarity on the reasons for this approach to help registrants' understanding.
- 4.11 A number of respondents commented that it would be helpful to include further definitions in the guidance, for example, what is meant by the term 'regular CPD' or 'gap in CPD activity'. One organisation raised concern that the definition of 'CPD' contained within the glossary in the revised guidance wasn't the same as that on the HCPC website.

Employer responsibilities

- 4.12 A small number of respondents, predominantly HCPC registrants, raised concern about the difficulties faced in securing time and funding for CPD activities in the workplace. Some felt that the guidance, and activities planned for its release, could do more to raise awareness amongst employers of their obligations to staff in this regard.
- 4.13 One organisation suggested that, where an employer has failed to adequately support an individual in their CPD activities, the HCPC should take account of this during the audit process. They considered that the HCPC should address the concerns with the employer, and provide additional time for the registrant to undertake further CPD activities where required.

Other comments

- 4.14 A number of other comments were made by respondents regarding further improvements they felt could be made to the guidance, these included:
- providing greater clarity that a registrant doesn't automatically have an audit every time they renew their registration, but that audits are randomly selected across the profession;
 - aligning audits with other organisations, for example an audit undertaken by a registrant's royal college;

- providing greater clarity for self-employed, private and part-time practitioners, to address issues relating to professional isolation;
- emphasising the connection between CPD and Standards of Proficiency, thereby highlighting the link to public protection;
- replacing the term 'seek to ensure' throughout the guidance with 'be able to demonstrate'.

Equality and diversity

4.15 Two HCPC registrants highlighted the difficulties faced by dyslexic individuals in accessing and understanding the guidance. They welcomed the revisions to the guidance, particularly the new bullet point format. However, they considered that more could be done to make the document accessible, for example by:

- providing a checklist to accompany the guidance;
- giving clearer links to example documents;
- providing more example documents.

5. Our comments and decisions

5.1 We have considered carefully all the comments we received to the consultation and have used them to revise the draft guidance. The following explains our decisions in some key areas.

Language and style

5.2 The majority of respondents to the consultation considered that the guidance was clear and easy to understand. However, we did receive some comments on how it could be improved. In addressing these comments we have: removed some repetition in the document; and provided greater consistency when referencing a registrant's 'CPD profile'.

Format and content

5.3 Respondents supported the amendments we made to the format of the guidance and provided some thoughts on how we could improve it further. In response to these suggestions we have:

- flagged the information held in the appendices;
- clearly signposted the information held on our website, for example CPD profile templates and sample profiles; and
- made minor changes to the content of the flowchart.

5.4 A number of comments were made regarding the format of the guidance, which we hope to address in the final, published document. These changes, which will improve the accessibility of the guidance, include:

- incorporating clearer headings to make the document easier to navigate;
- providing links to other guidance documents; and
- including a checklist for creating a CPD profile.

5.5 A number of respondents, mainly HCPC registrants, requested detail about the minimum hours required for CPD. We have outlined in our guidance that our approach to CPD is outcomes focused. This provides flexibility across the different professions we regulate and ensures a focus on benefits to practice. We have however provided additional signposting to templates and examples which we hope will support registrants in collating their CPD profiles.

5.6 We have also included definitions of 'regular' and 'gap in CPD activity' following feedback from respondents.

Employer responsibilities

- 5.7 Some respondents continue to raise concern about the challenges faced by registrants in securing time and funding for CPD, and a perceived lack of awareness amongst employers of their obligations to staff in this regard. We will review our approach to publicising the new guidance to ensure we raise awareness with employers.

Equality and diversity

- 5.8 Two respondents raised concern about the accessibility of the guidance, particularly for dyslexic individuals. We have provided further signposting to our CPD profile template and sample CPD profiles in the new guidance and are looking at ways we can make these more accessible on our web pages. We also hope to make changes to the layout of the final, published guidance to further improve accessibility. These changes are set out above at point 5.4.

Other areas

- 5.9 We have made a number of other changes to the guidance to improve the content and clarity, these include: outlining clearly that registrants will not have to complete an audit every time they renew their registration; and outlining that CPD is a requirement for registration.
- 5.10 Some respondents requested greater clarity for self-employed, private and part-time practitioners. The guidance clearly outlines that we adopt a flexible approach to CPD based on outcomes to take account of, amongst other things, working roles. We consider that this flexibility is important across the professions we regulate and so haven't included any further prescriptive content in this area.

6. List of respondents

Below is a list of all the organisations that responded to the consultation.

Academy for Healthcare Science
Association of Educational Psychologists
Berkshire Healthcare NHS Foundation Trust
British Society for Rheumatology
British Society of Hearing Aid Audiologists
Canterbury Christ Church University
Centre for Advancement of Interprofessional Education (CAIPE)
College of Occupational Therapists
Greater Glasgow and Clyde Health Board - Area Psychology Committee
Institute of Biomedical Science
NHS Education for Scotland
Northern Ireland Ambulance Service
Peterborough and Stamford Hospitals NHS Trust
Royal College of Nursing
Scottish Ambulance Service
South Glasgow Psychology Department (NHS Greater Glasgow and Clyde)
The British Association of Social Workers
The College of Podiatry / Society of Chiropodists & Podiatrists
The National Association of Educators in Practice (NAEP)
The Society and College of Radiographers
Unite the Union
Yorkshire Ambulance Service NHS Trust