

Making CPD Relevant

Ci Virtual Roundtable - Wednesday, 11^h January 2017

The roundtable addressed the challenge of how to make CPD a meaningful activity, valued and recognised by individuals as a core part of their professional development.

PART 1: INSIGHT

Professional Bodies vary in their approach to CPD, influenced in part by history and the extent to which ‘regulation’ is a driver for compulsory CPD. CPD policy review continues to be informed by:

- Generational differences influencing expectations about CPD
- How to segment what is provided and reach the right people at the right time
- Move towards ‘virtual’, on-line, and bite sized learning
- How to engage members in CPD when there isn’t a regulatory driver, and individuals in private practice
- Getting the balance between ‘input’ and ‘output’ measures, and real improvement
- Aligning CPD with career and professional development ‘bigger picture’
- Finding the right vocabulary to describe CPD
- Opportunity to build partnerships with other Professional Bodies e.g. for horizontal disciplines (e.g. for ‘accidental managers’)

CPD is the prime means of engaging with and retaining membership, and there is strong desire to make CPD more ‘reflective’ and a conscious everyday activity.

PART 2: INNOVATION

Professor Claire Anderson shared an approach developed at Nottingham University that embeds the ‘habits’ of reflective CPD as an integral part of the training and qualification of Pharmacists.

Every year through to registration individuals complete robust ‘reflective’ modules. Right from the start they are introduced to the ‘concept’ and are given more challenging tasks

as the training progresses e.g. from academic reflection, through to work simulations, teaching a complex case study, and leadership practices. This example prompted much discussion about how to support ‘reflective practice’. Several themes and practices emerged with peer learning and feedback being a key enabler, including:

- Inviting ‘role model’ CPD submitters to become CPD readers involved in providing peer feedback and support
- Mentoring schemes
- Communities of interest/support groups
- Compiling and publishing the career and professional stories of members
- Identifying incentives to encourage on going CPD activity e.g. gain/lose accredited status
- Describing professional pathways, with career options
- Aligning career planning with CPD (e.g. social on-line courses such as ‘Be Bold in Your Career’ from Ci with STEP/CIH.
- ‘18 ways to learn’ (from Ci) helps people think 70:20:10 (embedded in CPD tools).

PART 3: IMPACT

Participants discussed the need to leverage changes in technology along with more diverse ways people want to learn. Key goals included:

- Establishing the link between day to day experience/on the job with CPD and learning. Making ‘reflection’ a usual habit.
- Prompting people to make their day to day learning a conscious process e.g. record ‘what did you learn today/this week?’
- Use of social media to reach individuals, and build social learning to support their CPD.

“It needs to be bite-sized and social, with peer-to-peer support”