The Future of CPD
Ci Virtual Roundtable – Wednesday, 26th February 2014

This roundtable set out to explore the types of innovations that can make future CPD relevant and valued by all stakeholders.

PART 1: INSIGHT

There was a high degree of commonality amongst Professional Bodies represented about the key priorities for the future of CPD, and some were making good progress in this area.

Key priorities included:

- Changing mind-sets & perceptions about what CPD is for. It's about lifelong learning, career development & adaptability to change
- Demonstrating the value of CPD to individuals and employers; making it meaningful, "real" and relevant
- Measuring the impact; a focus on perceived outcomes e.g. how does it help you to meet your client needs?
- Moving towards a more sophisticated approach that is personalised and targeted to different stages of career

PART 2: INNOVATION

Provocateur Dr Michael Moynagh reinforced the challenge that CPD is not valued by individuals or employers. He has observed a disconnect between the desire and business need for continuous learning, and CPD. Drawing from his research he highlighted four reasons why CPD is not valued:

- It's not relevant
- Individuals do it on their own- no social component
- It's not rewarded nor recognised
- Quality of provision is inconsistent

To address these challenges some Professional Bodies have moved towards a more employer relevant competence based approach. This includes a distinction between required core competencies, and others which relate to an individual's role and diverse context. Taking this a stage further we had an example of alignment between CPD and performance management processes, linking individual objectives with business objectives. A key outcome is helping employers and individuals create meaningful development plans that drive CPD, with the Professional Body monitoring the overall consistency of development plans as opposed to individuals.

CPD Planning systems are adding value by making it simpler and more engaging through introducing social features such as resource sharing and peer ratings.

We had examples of schemes that recognise and capture work based learning more specifically, with endorsement from employers. This included validating the social aspects of learning such as collaborative learning and networking, and creating case studies to demonstrate the impact of work based learning.

Examples from the way teachers operate as "reflective practitioners" were seen as good role models.

Changing perceptions was seen as central so that instead of CPD being something that is constructed and provided, it should be something individuals find and seek out.

PART 3: IMPACT

Areas for further action and consideration included:

- Make "reflection" an easier thing to do e.g. find "social" ways to facilitate the recording process , encourage individuals to do it early in their career, peer mentoring with practitioners
- Develop an approach that is targeted to individuals; their context and stage of professional development
- Re define and articulate what CPD is about, tied more closely to the workplace
- Work more closely with employers to help them create meaningful development plans that drive performance, employee learning, and career/professional development. Build in measures.