

Appendix 33: Guidelines for Developing CPD portfolio



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Guidelines for Developing CPD portfolio

What is CPD?

The process of learning and development which continues throughout a professional's working life.

Student CPD

Each student is required to compile and maintain a practice education/continuous professional development portfolio. This portfolio should be a **systematic and organized collection of evidence** collected by the student to:

1. Monitor the development of their knowledge, skills and attitudes in practice education.
2. Monitor their progress towards attaining competence as entry-level practitioners throughout the four years of their course.
3. Promote a high quality of service delivery during practice education placements

It is the responsibility of each individual student to make decisions about the kinds of CPD activities that are relevant to their learning and development. The content of the CPD portfolio should reflect the student's placement allocations and his/her individual learning needs and where necessary the Practice Education Team will assist with ascertain queries.

The following sections are recommended to promote structure:

Proposed sections	Comments
Background Information	<ul style="list-style-type: none">• Curriculum Vitae• Personal learning styles questionnaire <p>*Should be updated on a yearly basis</p>
CPD in practice	<p>Placement related documentation i.e learning contracts; assessment forms; supervision records; reflections relating to placements; case study presentations; project work etc.</p> <p>Student can categorise the above information as follows:</p>

	<ul style="list-style-type: none"> • Junior Fresh Placement documentation • Senior Fresh Placement documentation • Junior Sophister Placement documentation • Senior Sophister Placement Documentation <p>Use reflection template to complete reflections.</p>
Mandatory training	<p>This includes certificates for:</p> <p>1. Hand Hygiene for HSE clinical staff (HSEland); 2. Health, Safety and Security (HSEland); 3. Breaking the Chain of Infection (HSEland); 4. Professional Development Module on Moving and Handling (uncertified); Basic Life Support (certified) (Year 2). Communication (HSEland) (Year 2); and Fundamentals of GDPR (HSEland) (Year 2).</p>
Courses, conferences and in-services	<p>Attendance at courses, conferences and in-services provide good learning opportunities. Activities in this area also include reflection on what type of learning has occurred and how this may impact on your practice. Examples are:</p> <ul style="list-style-type: none"> • OT-specific conferences and courses (e.g. AOTI annual conference) • Multidisciplinary and subject-specific conferences (e.g. Stroke Study Day) • Certified conferences, workshops or courses on practice, management or research • Attendance at compulsory in-house training, (e.g. health & safety) • Specialist lectures, workshops and demonstrations • Designing and providing a course, in-service or a presentation at a conference
Evidence of Professional Membership	<p>Learning and professional development associated with active involvement and participation in profession or practice-specific groups. Examples are:</p> <ul style="list-style-type: none"> • Membership of and active participation in the professional body (AOTI) and affiliated special interest groups

	<ul style="list-style-type: none"> • Involvement in working groups or committees associated with professional practice or the development of the profession • Active involvement in multidisciplinary groups, support groups, development groups and voluntary work
<p>Reading and writing</p>	<p>Self-directed learning and study is an effective form of CPD. It can inform and help you develop your practice. Examples include:</p> <ul style="list-style-type: none"> • Reading and reflecting on literature. This may be done individually or in a group (e.g. journal club) • Keeping up-to-date with research evidence in support of best practice • Learning through the use of online resources such as databases and online discussion groups