

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32

Principles for Continuing Professional Development and Lifelong Learning in Health and Social Care

**Prepared by:
The Interprofessional CPD and Lifelong Learning UK Working Group**

1 Cite as: Broughton W., and Harris G. (2018) (Editors) on behalf of the
2 Interprofessional CPD and Lifelong Learning UK Working Group. Principles for
3 Continuing Professional Development and Lifelong Learning in Health and Social
4 Care. Bridgwater. College of Paramedics.

6 **List of Group members**

7
8 Graham Harris (Chair)
9 National Education Lead
10 College of Paramedics

11
12 Will Broughton (Vice chair)
13 Trustee Official for Professional Practice
14 College of Paramedics

15
16 Helen Chang
17 Head of Faculty and Foundation
18 Royal Pharmaceutical Society

19
20 Louise Coleman
21 Professional Officer for Education and Accreditation
22 The Society and College of Radiographers

23
24 Gill Coverdale
25 Professional Lead – Education Standards and Professional Development.
26 Royal College of Nursing

27
28 Colin Crookston
29 Vice-convenor
30 Allied Health Professions Federation Scotland

31
32 Mike Donnellon
33 Chair Education and Standards Committee
34 College of Operating Department Practitioners

35
36 Thomas Elton
37 Professional Development Manager
38 The British Psychological Society

39
40 Dr Sally Gosling
41 Assistant Director, Practice & Development
42 Chartered Society of Physiotherapy

43
44 Victoria Harris
45 Learning Manager
46 The Royal College of Speech and Language Therapists

1 Kate Hon
2 BIOS Education and Professional Development Committee Representative
3 British and Irish Orthoptic Society
4
5 Dr Val Huet
6 Chief Executive Officer
7 British Association of Art Therapists
8
9 Val Johnston
10 Assistant National Officer, Health Service Group
11 Unison
12
13 Carmel Lloyd
14 Head of Education and Learning
15 The Royal College of Midwives
16
17 Lucie Nield
18 Education Board Member and Senior Lecturer
19 British Dietetic Association
20
21 Ethel Rodrigues
22 Lead Professional Officer (Education) Health Sector
23 Unite the Union
24
25 Lynne Rowley
26 Executive Chair
27 The British Association of Prosthetists and Orthotists
28
29 Dr David Stirling
30 Executive Director
31 Association of Clinical Scientists
32
33 Dr Stephanie Tempest
34 Education Manager for Professional Development
35 Royal College of Occupational Therapists
36
37 Alan Wainwright
38 Executive Head of Education
39 Institute of Biomedical Science
40
41 Grace Watts
42 Development Director
43 British Association for Music Therapy
44
45 Menna Wyn-Wright
46 Education Lead
47 British Dietetic Association
48
49
50

1 **Acknowledgements**

2 The Interprofessional CPD and Lifelong Learning UK Working Group would like to
3 thank Sue Russel (National Education Administrator, College of Paramedics) for her
4 administrative support throughout this project. They would also like to thank the
5 design team at the Royal College of Occupational Therapists for undertaking the
6 design of the document, and the College of Paramedics Board of Trustees for
7 funding and supporting this initiative. They would also like to thank the professional
8 bodies and organisations that hosted meetings throughout the project, and finally, all
9 stakeholders that provided feedback.

10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30

Draft Version 5

1	Contents	
2		
3	Definitions	Page 6
4	Continuing professional development (CPD)	
5	Lifelong learning	
6	Service user	
7	Wider systems	
8	Introduction	Page 7
9	Purpose of this document	Page 8
10	The five principles	Page 8
11	The importance of CPD and lifelong learning	Page 9
12	Benefits of CPD and lifelong learning	Page 9
13	Principle 1: CPD and lifelong learning should benefit the service user.	Page 10
14	Principle 2: CPD and lifelong learning should be owned by the	
15	individual and be supported and facilitated by the employer.	Page 11
16	Principle 3: CPD and lifelong learning should improve the quality	
17	of service delivery.	Page 12
18	Principle 4: CPD and lifelong learning should be balanced and	
19	relevant to the individual's scope of practice.	Page 13
20	Principle 5: CPD and lifelong learning should be recorded and	
21	reflect the impact on the individual's practice.	Page 15
22	References and further reading	Page 16
23	Contact details	Page 17
24	Publisher information	Page 17
25		
26		
27		
28		
29		
30		
31		
32		
33		

1 **Definitions**

2

3 **Continuing Professional Development (CPD)**

4 *An essential process by which you regularly identify, plan, engage and evaluate to*
5 *continue learning and developing throughout your career. This enhances your skills,*
6 *knowledge, professional identity and ways of thinking in order to remain up to date,*
7 *to practise safely and be effective within your current and future scope of practice.*

8

9 **Lifelong Learning**

10 *The provision or use of both formal and informal learning opportunities throughout*
11 *people’s lives in order to foster the continuous development and improvement of the*
12 *knowledge and skills needed for employment and personal fulfilment.*

13 *(Collins English Dictionary, 2018)¹*

14

15 **Service User**

16 *Anyone who uses or is affected by your services, for example, patients, carers,*
17 *families, students, staff members or colleagues.*

18

19 **Wider Systems**

20 *Any group or organisation that supports, resources or governs the health and social*
21 *care workforce for example, UK administrations, professional bodies and*
22 *associations, trade unions, other service providers and regulators.*

23

1 Introduction

2

3 The principles outlined within this document have been agreed by the organisations
4 represented within the Interprofessional Continuing Professional Development and
5 Lifelong Learning UK Working Group.

6

7 Continuing professional development (CPD) and lifelong learning are fundamental to
8 the development of all those engaged in health and social care practice and the
9 enhancement of service user experience. CPD and lifelong learning underpins a
10 workforce that is capable of delivering, evaluating and improving high-quality
11 services.

12

13 The principles set out in this document are applicable across the health and social
14 care workforce in all sectors, to support engagement with CPD and lifelong learning.
15 In addition, registered health and social care individuals have a responsibility to meet
16 the continuing professional development requirements of their regulatory and/or
17 professional body.

18

19 CPD and lifelong learning are primarily the responsibility of the individual. In addition:

20

- 21 • Professional bodies and trade unions have a responsibility to promote CPD
22 and lifelong learning to their members and provide guidance to support the
23 highest standards of practice.
- 24
- 25 • Employing organisations have a responsibility to support individuals to
26 engage in CPD and lifelong learning in accordance with regulatory,
27 professional and UK system requirements. This is in addition to any statutory
28 and mandatory training requirements.
- 29
- 30 • The wider systems have a responsibility to promote and support equitable and
31 fair access to CPD and lifelong learning opportunities as part of workforce
32 planning, development and investment.

1 Purpose of this document

2

3 This document sets out the five principles for all individuals working across all
4 sectors and roles within health and social care.

5

6 The five principles

7

8 CPD and lifelong learning should:

9

10 Principle 1: benefit the service user;

11 Principle 2: be owned by the individual and be supported and facilitated by the
12 employer;

13 Principle 3: improve the quality of service delivery;

14 Principle 4: be balanced and relevant to the individual's scope of practice;

15 Principle 5: be recorded and reflect the impact on the individual's practice.

16

17 These principles each have linked responsibilities to enable:

18

19 • *the individual*² to recognise and articulate the importance of CPD and lifelong
20 learning;

21 • *the employing organisation* (where applicable) to actively support and
22 facilitate engagement with CPD and lifelong learning;

23 • *the wider systems* that support the health and social care workforce (including
24 UK administrations, professional bodies, trade unions, other service providers
25 and regulators) to promote activities to improve the safety and quality of
26 services and to aid workforce development and sustainability.

27

28

29

30

31

32

1 **The importance of CPD and lifelong learning**

2
3 Service users have a right to access individuals and teams who they trust to possess
4 and utilise up-to-date knowledge, skills and abilities appropriate to their scope of
5 practice.

6
7 The health and social care workforce is operating in a continually changing,
8 challenging and complex environment. The development of new knowledge, skills
9 and ways of thinking enables individuals to embrace innovative and flexible ways of
10 working and contribute to quality improvement. This increased demand from service
11 providers requires efficient, supported and quality CPD and lifelong learning for all.

12
13 A commitment to developing a well-resourced and effective workforce will enhance
14 the quality and safety of service delivery.

15
16 **Benefits of CPD and lifelong learning**

Service user	Individual	Organisation
<ul style="list-style-type: none"> • enhance the service user experience and outcome • feel safe and confident in the services provided • increased satisfaction • receive the most up-to-date and evidence based services 	<ul style="list-style-type: none"> • feel valued and motivated • career development • empowered to drive change • enhanced skills, knowledge and ways of thinking • remain fit to practise and meet regulatory body requirements • be up to date with changing technology and service demands 	<ul style="list-style-type: none"> • enable improvement of quality service delivery • support recruitment, retention and creation of a flexible workforce • enhance the skill mix and productivity • foster an organisational culture for learning and ongoing sustainability • improved performance

18
19
20

1
2
3
4

Principle 1:
CPD and lifelong learning should benefit the service user.

The individual	Your learning should reinforce best practice, enhance existing attributes and develop new knowledge, skills and ways of thinking. Your learning should be relevant to the needs of your service users and/or the employer.
The employing organisation	You are responsible for identifying the needs of service users to inform the relevance of the learning.
The wider systems	You are responsible for supporting and promoting quality CPD and lifelong learning that benefits service users.

5
6
7
8
9
10

1
2
3
4

**Principle 2:
CPD and lifelong learning should be owned by the individual and be supported and facilitated by the employer.**

<p>The individual</p>	<p>You are responsible for regularly prioritising and undertaking CPD and lifelong learning.</p> <p>You appreciate and recognise that learning can happen in unplanned situations and is still of value.</p> <p>You have responsibility to identify and demonstrate the benefits of CPD to influence and gain support from the employer (where applicable).</p>
<p>The employing organisation</p>	<p>You have a responsibility to ensure that all individuals are safe, current, and capable to meet the needs of the service user.</p> <p>You provide fair access to time, study leave and funding to allow individuals to:</p> <ul style="list-style-type: none">• plan learning• undertake learning• reflect on the outcomes of learning <p>You encourage and support access to learning activity that is separate to statutory and mandatory training, for the benefit of service user outcomes, experience and service delivery.</p> <p>You provide and support access to the resources (e.g. technology) required at the point of need.</p>
<p>The wider systems</p>	<p>Your responsibility is to advocate for creative and integrative learning opportunities.</p>

1

2

3

4

**Principle 3:
CPD and lifelong learning should improve the quality of service delivery.**

<p>The individual</p>	<p>You explore and utilise ways to evidence how your learning has improved the quality of practice.</p> <p>Your learning and learning outcomes improve the quality of your service delivery and outcomes.</p> <p>You identify opportunities to learn from and share learning with others.</p>
<p>The employing organisation</p>	<p>You foster a culture of learning from experiences with positive outcomes, as well as from situations that did not go well.</p> <p>You support learning opportunities between individuals and teams; and across services and organisations.</p> <p>You support learning activity with time, staffing and resources to improve quality of your service.</p>
<p>The wider systems</p>	<p>Your management, workforce and service delivery plans provide resources for quality learning.</p> <p>You evaluate the impact of an appropriately qualified workforce on quality of services.</p>

5

6

1
2
3
4

**Principle 4:
CPD and lifelong learning should be balanced and relevant to the individual's scope of practice.**

<p>The individual</p>	<p>Your learning should include activities across the following four pillars of practice:</p> <ul style="list-style-type: none">• practice of health and social care;• facilitation of Learning;• leadership;• evidence, research and development. <p>(Adapted from: NHS Education for Scotland, Four Pillars of Practice 2012 ³).</p> <p>You engage in a range of learning, accompanied by reflection.</p> <p>You engage in learning that is relevant to, challenges and develops your current or intended scope of practice.</p>
<p>The employing organisation</p>	<p>You recognise and support learning across the following four pillars of practice:</p> <ul style="list-style-type: none">• Practice of health and social care;• Facilitation of Learning;• Leadership;• Evidence, research and development. <p>You facilitate opportunities for a range of learning including interprofessional and peer to peer learning.</p> <p>You are responsive to the learning needs of individuals within a continually changing, challenging and complex environment.</p>

The wider systems	You promote the value of a range of learning activities. You recognise and reinforce that the outcome and impact of the learning are the most important components.
-------------------	--

1

Draft Version 5

1
2
3
4

**Principle 5:
CPD and lifelong learning should be recorded and reflect the impact on the individual's practice.**

The individual	You are responsible for maintaining a record of your learning that demonstrates: <ul style="list-style-type: none">• what you learnt• how it enhances or develops your scope of practice• the impact on service users or service delivery You are responsible for accessing, advocating for and using the resources available to you.
The employing organisation	You provide time, resources and opportunities to enable individuals to record and reflect upon the outcome of learning.
The wider systems	You raise awareness of existing and innovative resources to support the recording of, and reflection on, the outcome of learning.

5
6

References and Further Reading

1: Collins English Dictionary (2018) *Definition of 'lifelong learning'*. Available at. <https://www.collinsdictionary.com/dictionary/english/lifelong-learning> Accessed 18.07.18

2: Health and Care Professions Council (2015) *Our rules for how health and care professionals behave*. Available at. <https://www.hcpc-uk.org/assets/documents/10004EE2Ourrulesforhowhealthandcareprofessionalsbehave.pdf> Accessed 23.03.18.

3: NHS Education for Scotland (2012) *Four Pillars of Practice*. Available at. <http://www.careerframework.nes.scot.nhs.uk/using-the-framework/pillars-of-practice.aspx> Accessed 29.05.18.

Contact Details

Organisation	Website
Allied Health Professions Federation Scotland	http://www.nes.scot.nhs.uk/education-and-training/by-discipline/allied-health-professions/about-nes-allied-health-professions/ahp-directory/allied-health-professions-federation-scotland.aspx
Association of Clinical Scientists	http://www.assclnsci.org/acsHome.aspx
British Association of Art Therapists	https://www.baat.org
British Association for Music Therapy	https://www.bamt.org
British and Irish Orthoptic Society	https://www.orthoptics-bios.com/
British Dietetic Association	https://www.bda.uk.com
Chartered Society of Physiotherapy	https://www.csp.org.uk
College of Operating Department Practitioners	https://www.unison.org.uk/at-work/health-care/representing-you/unison-partnerships/codp/
College of Paramedics	https://www.collegeofparamedics.co.uk
Institute of Biomedical Science	https://www.ibms.org
Royal College of Nursing	https://www.rcn.org.uk
Royal College of Occupational Therapists	https://www.rcot.co.uk
Royal Pharmaceutical Society	https://www.rpharms.com
The British Association of Prosthetists and Orthotists	https://www.bapo.com
The British Psychological Society	https://www.bps.org.uk
The Royal College of Midwives	https://www.rcm.org.uk
The Royal College of Speech and Language Therapists	https://www.rcslt.org
The Society and College of Radiographers	https://www.sor.org
Unison	https://www.unison.org.uk
Unite the Union	https://www.unitetheunion.org

Publisher Information

Published by the College of Paramedics, The Exchange, Express Park, Bristol Road, Bridgwater. TA6 4RR

Draft Version 5