



SoR
THE SOCIETY OF
RADIOGRAPHERS

HOW TO PLAN YOUR CPD





REVIEW! WHAT DOES THE HCPC SAY?



<http://www.hcpc-uk.co.uk/registrants/cpd/>

What is Continuing Professional Development (CPD)?

“We define continuing professional development (CPD) as ‘a range of learning activities through which health and care professionals maintain and develop throughout their career to ensure that they retain their capacity to practice safely and effectively within their evolving scope of practice’.

Put simply, CPD is the way registrants continue to learn and develop throughout their careers in order to keep their knowledge and skills up-to-date and be able to work safely and effectively.”

Our standards for CPD

Registrants must undertake CPD to stay registered with us. We have set CPD standards which say registrants 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.



ACTIVITY! <https://www.youtube.com/watch?v=OVmSxyW239U&t=5s>

What is the CPD audit?

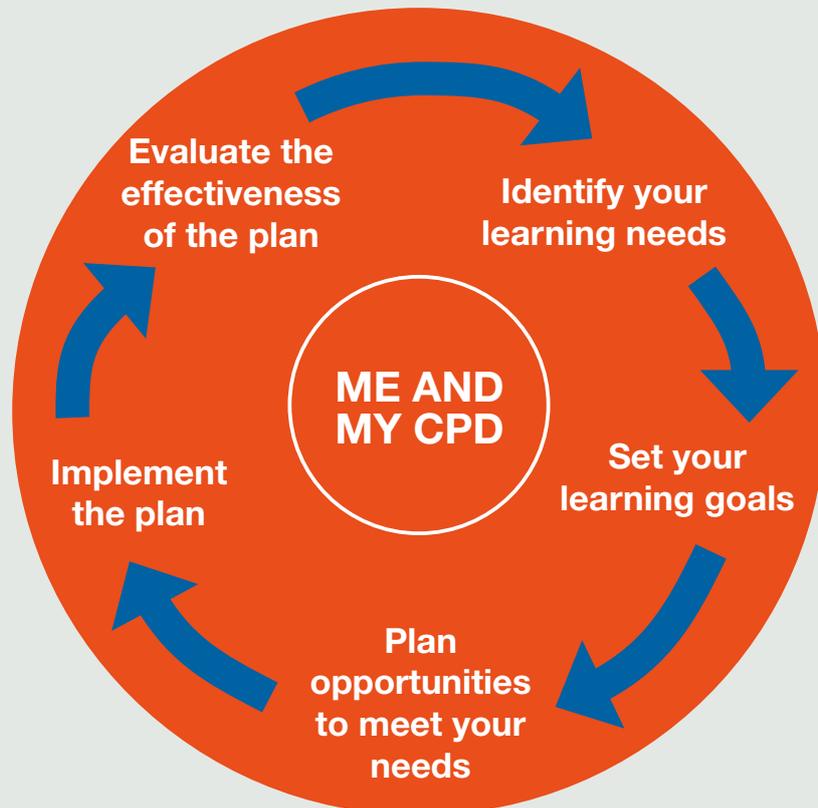
During the registration renewal process, registrants are asked to confirm that they continue to meet our standards of conduct, performance and ethics, the standards of proficiency for their profession and our standards for continuing professional development. We randomly select 2.5 per cent of each profession to check their CPD activities.

Registrants selected for audit must provide a profile of their CPD activities to show that they continue to meet the standards.



ACTIVITY! https://www.youtube.com/watch?v=_9JRE5GuSUY

This workbook covers the **ASSESS** and **PLAN** stages of the **CPD** cycle



A CPD plan is the first step to achieving your CPD goals and is a step-by-step framework for you to:

- list the main areas of work you do now
- articulate your longer-term aspirations for the future
- identify potential CPD you want to achieve in the next two years
- determine which specific workplace learning activities will help you meet your goals.
- define what you need to carry out these pieces of work

Each CPD Plan will be different because no two individuals will do exactly the same job or have the same aspirations, abilities, opportunities, learning styles or needs.

Planning is taking the next step towards your objective and about making the direction more concrete. If you see a gap in your abilities, you can plan your next move, whether it is shadowing someone with more experience, going on a training course or just talking about it to other people.

All radiography professionals will continue to learn and develop throughout their professional lives to maintain and enhance their competence. The HCPC requires registrants to think about their practice, what they might do to refresh and improve their knowledge and skills and to record what they learn and implement in practice.

This can be as simple as learning about a new technique or a more formal piece of learning to support a more substantial change such as the introduction of a new service or procedure. Sometimes learning occurs unexpectedly through experience and this can be recorded as CPD as well.

STEP 1: CURRENT ROLES

Where am I now?

Current role

List on the next page, what you do under a few broad headings. You could begin by looking at your job description and consider whether it corresponds to actual responsibilities, duties and activities. You need to know and understand what you do before you can plan how to develop.

ACTIVITY!

SELFIE!

Draw a self portrait...sketch yourself in any form you like. Or fill the box with words that you think others would use to describe you.

“Never be bullied into silence. Never allow yourself to be made a victim. Accept no one’s definition of your life, but define yourself.”

- Harvey Fierstein

Where am I now?

Current Position held:Date:

Qualifications, job-specific skills and knowledge

These are the core skills and knowledge that are directly related to your job.

Capabilities

Capabilities or competencies are different from specific skills as they are not so focused and have more to do with what you are like. You may or may not use them in your current job. Your capabilities are always transferable to other situations as they are generic. Examples include: influencing and persuading people, attention to detail, initiating ideas

Transferable skills

These are skills you have that are transferable to other jobs. Some of them will come from your job-specific skills list and others from previous jobs or outside interests. Ask yourself whether you could use it in another job. Examples include: presenting ideas formally, organising events, managing a budget

Clinical interests

What areas of work excite you to want to learn more about them?

Non-clinical interests

Do you aspire to be a manager, an educator or an Apps specialist maybe?

What do I need to learn or improve on?

Describe up to three incidents in your workplace during the past year that caused you to feel that you had made a difference or were a personal and/or professional success.

Which of your attributes contributed to those positive outcomes? Could you build on those particular attributes to enhance your future successes?

Describe up to three incidents in your workplace during the past year that caused you to feel uncomfortable, unhappy, ill-at-ease, threatened or simply fed-up.

Looking through your responses to the previous question, try to identify something or things you need to learn or improve on that might help you handle similar situations more effectively.

STEP 2: FUTURE ASPIRATIONS

Where next?

Your goals

What you want to achieve will change with circumstances as you learn more about yourself, where you work and the profession generally. It is important to identify goals for the next few years that form a platform for your longer-term aspirations and are compatible with your immediate personal circumstances, opportunities and the organisational objectives of your employer.

What are your values and the interests and skills you want to develop? To achieve the promotion or change in career direction that you aspire to, what improvements in work performance will you have to make? What further knowledge and qualifications will you need? In what areas will you need to develop greater self-confidence or upgrade your skills?



ACTIVITY! Long term goals

Consider your immediate career prospects and think beyond them to the limits of your appetite and ability to make your mark as a professional. What are your long-term goals? Can the CPD you do now build a platform for a future career move? Most CPD Plans list two, three or four.

No one is going to come back to you in five years' time and chastise you for not fulfilling these aspirations! You will not be held to them, but unless you think about what you truly want to do in the future you cannot plan for it.

What would you like to be doing, professionally, in 1 years time?

What would you like to be doing, professionally, in 3 years time?

What would you like to be doing, professionally, in 10 years time?

Your job in the future

The following four questions will help you establish how your current role(s) may change over the coming years, and how you may prepare for these changes.



ACTIVITY!

If your workplace has a development plan for the next two years, briefly summarise how you fit in with that plan

Can you identify three local and national policies and priorities that will affect you, patients and other users of your services, and the organisation(s) for whom you work?

What do you need to learn in line with each of these policies and priorities?

Can you begin to identify what do you need to learn in order to achieve your career aspirations and meet the needs of your employer over the next two years?

STEP 3: SELF ANALYSIS

How to Use a SWOT Analysis

This is an analysis of your Strengths, Weaknesses, Opportunities and Threats. Again, when completing this you may find it useful to involve others: line manager, colleagues and 'critical friends'.

Write down answers to the following questions.

Strengths

- What advantages do you have that others don't have (for example, skills, certifications, education, or connections)?
- What do you do better than anyone else?
- What personal resources can you access?
- What do other people (and your boss, in particular) see as your strengths?
- Which of your achievements are you most proud of?
- What values do you believe in that others fail to exhibit?
- Are you part of a network that no one else is involved in? If so, what connections do you have with influential people?

Consider this from your own perspective, and from the point of view of the people around you. And don't be modest or shy – be as objective as you can. Knowing and using your strengths can make you happier and more fulfilled at work. If you still have any difficulty identifying your strengths, write down a list of your personal characteristics. Some of these will hopefully be strengths!

TIP:

Think about your strengths in relation to the people around you. For example, if you're a great mathematician and the people around you are also great at maths, then this is not likely to be a strength in your current role – it may be a necessity.

Weaknesses

- What tasks do you usually avoid because you don't feel confident doing them?
- What will the people around you see as your weaknesses?
- Are you completely confident in your education and skills training? If not, where are you weakest?
- What are your negative work habits (for example, are you often late, are you disorganized, do you have a short temper, or are you poor at handling stress)?
- Do you have personality traits that hold you back in your field? For instance, if you have to conduct meetings on a regular basis, a fear of public speaking would be a major weakness.

Again, consider this from a personal/internal perspective and an external perspective. Do other people see weaknesses that you don't see? Do co-workers consistently outperform you in key areas? Be realistic – it's best to face any unpleasant truths as soon as possible.

Opportunities

- What new technology can help you? Or can you get help from others or from people in the wider radiography world?
- Is your specialism/modality growing? If so, how can you take advantage of the current need for specific skills?
- Do you have a network of strategic contacts to help you, or offer good advice?
- What trends do you see in radiography, and how can you take advantage of them?
- Is there a need in your department or trust that no one is filling?
- Do patients complain about something in your department? If so, could you create an opportunity by offering a solution?

You might find useful opportunities in the following:

- Networking events, conferences, special interest groups (SIGs)
- A colleague going on an extended leave. Could you take on some of this person's work to gain experience?
- A new role or project that forces you to learn new skills.

Also, importantly, look at your strengths, and ask yourself whether these open up any opportunities – and look at your weaknesses, and ask yourself whether you could open up opportunities by eliminating those weaknesses.

Threats

- What obstacles do you currently face at work?
- Are any of your colleagues competing with you for roles or promotion?
- Is your job (or the demand for the things you do) changing?
- Does changing technology threaten your position?
- Could any of your weaknesses lead to threats?

Performing this analysis will often provide key information – it can point out what needs to be done and put problems into perspective.



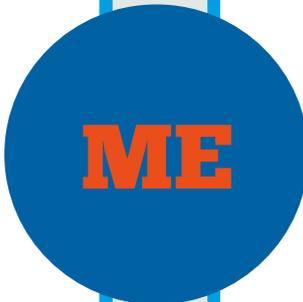
ACTIVITY!

STRENGTHS

What do you do well? What unique resources can you draw on? What do others see as your strengths?

WEAKNESSES

What could you improve? Where do you have fewer resources than others? What are others likely to see as weaknesses?





ACTIVITY!

OPPORTUNITIES

What opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities?

THREATS

What threats could harm you?
What threats do your weaknesses expose you to?

ME

STEP 4: ACTIVITIES

CPD focuses on a range of activities, how they affect you and the way you work. Anything which helps you to improve as a radiography professional can count, including:

- Learning knowledge and skills on conferences and courses
- Practice-based learning, including feedback from patients and audits
- Analysis and review of critical incidents (your own experiences)
- Self-directed learning including reading, writing or undertaking research
- Learning with others e.g. talking to colleagues or going to workshops.

Before completing this part of your CPD Plan, you may find it useful to try some of the following approaches. Look back on past achievements and development activities and consider:

- what went well?
- what went badly?
- what was the most effective way you learnt?
- who helped you?

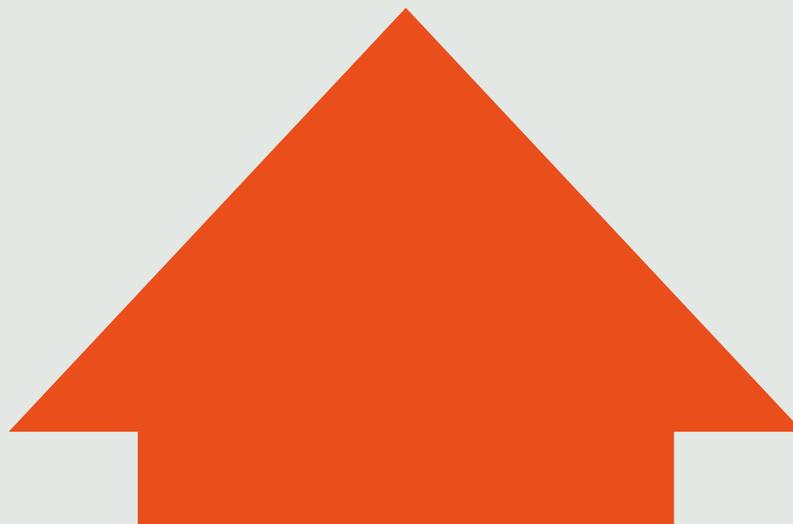
INFO! Think about your learning style

ACTIVISTS - learn best from new experiences and immediate and active involvement in practical tasks.

REFLECTORS - learn best from situations and activities in which they can stand back, listen and observe before they act.

PRAGMATISTS - have some similarity with activists but learn best when they can see a clear, practical link between subject matter and a personal or work-based problem or opportunity and either use the method(s) to undertake their development or even plan to use a different method of learning in order to become a more balanced learner.

THEORISTS - have some similarity with reflectors but prefer their learning to be set in the context of a model, concept or theory.



TYPES OF LEARNING ACTIVITIES



ACTIVITY! <https://www.youtube.com/watch?v=IPazmLm5igw&t=3s>

Below is a non-exhaustive list of types of learning you can use for your portfolio. You should show that you have engaged in several different types of learning, or be able to explain why focusing on some rather than others has particularly benefited your practise at this time.



ACTIVITY!

Tick all the activities that you can envisage using during the next two years. Once you have them ticked off, transfer the list to the table on page 18

WORK BASED LEARNING

- Learning by doing
- Case studies
- Reflective practice
- Clinical audit
- Coaching from others
- Discussions with colleagues
- Peer review
- Gaining, and learning from, experience
- Involvement in wider work of employer (for example, being a representative on a committee)
- Work shadowing
- Secondments
- Job rotation
- Journal club
- In-service training
- Supervising staff or students
- Visiting other departments and reporting back
- Expanding your role
- Analysing significant events
- Filling in self-assessment questionnaires
- Project work or project management
- Evidence of learning activities undertaken as part of your progression on the Knowledge and Skills Framework

PROFESSIONAL ACTIVITY

- Involvement in a professional body
- Membership of a specialist interest group
- Lecturing or teaching
- Mentoring
- Being an examiner
- Being a tutor
- Branch meetings
- Organising journal clubs or other specialist groups
- Maintaining or developing specialist skills (for example, musical skills)
- Being an expert witness
- Membership of other professional bodies or groups
- Giving presentations at conferences
- Organising accredited courses
- Supervising research
- Being a national assessor
- Being promoted

FORMAL / EDUCATIONAL

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

SELF-DIRECTED LEARNING

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

OTHER

- Public service
- Voluntary work
- Courses

“This HCPC gives this list but it is not intended to be exhaustive and the Council’s intention is that the registrant will make a professional judgement as to which type and frequency of activity will allow them to meet the standards. Thus, the CPD scheme is based on on-going learning and development and focuses on the individual’s learning achievements and how these have been reflected in their clinical practice and service delivery, either directly or indirectly”

REVIEW! Remember that the HCPC wants to see that registrants have completed 12 pieces of work that:

“Has contributed to the quality of their practice and service delivery”

And

“That their CPD benefits the service user “

**“Take care of
the minutes
and the hours
will take care of
themselves”**

Lord Chesterfield

STEP 5: KEY DATES

When will I make it happen?

Putting your plan on paper will make you more committed to making it happen. But you can not make it happen all at once. You need to prioritise. You need to consider which things need to be done before you can start on others, or which items are more important or time-bound (i.e. the opportunities will only arise at a certain time).

You can then put your list of activities in order of importance and establish some time frames. Your plan will not survive critical scrutiny unless there is evidence in it of time planning, such as dates, durations, schedules and deadlines. Make your time frames sufficiently challenging but also realistic.

**“People often
complain about
lack of time
when the lack of
direction is the
real problem.”
Zig Ziglar**

STEP 6: PUTTING YOUR PLAN TOGETHER

2020	Jan/Feb	March/April	May/June	July/Aug	Sept/Oct	Nov/Dec
Type of learning activity chosen in STEP 4						
Specific task						
Resources needed						
Outcome – what will you be able to do/ do better						
Can you demonstrate a benefit for your patients?						
First step						
Achieve by						
Check it's SMART						

STEP 7: TALKING IT THROUGH

How do I know if my CPD plan will work?

Now you have drafted your plan you need to talk it through.

The plan will reflect your choices and the direction you want to take. It may need a little adjustment but how will you know that? You need the opinion of people on your side, loyal, trusted, interested advisers whose experience you can capitalise on.

People to ask could include your SoR learning rep, manager, a trusted colleague, a trained mentor; someone from a SIG (special interest group)

STEP 8: REVISING YOUR CPD PLAN

How do I change my plans?

The CPD Plan is useful only if it is relevant to your circumstances. If your work or personal circumstances change, you develop new aspirations, or change your mind about what is needed, you should amend the CPD Plan.

It may be that certain planned activities are no longer available or perhaps new opportunities present themselves. It is a good idea to review and amend your plan at least every 6 months. Over a two-year period it would be unusual for a plan to remain unaltered.



STEP 9: CARRYING OUT YOUR CPD PLAN

How will I make it happen?

Out of sight is out of mind. If you file it away you will put it off. Keep it where you can see it. Look at it every week if not every day. Your CPD Plan is a working document. You will need to refer to it regularly over the whole of the two year period it covers and revise it.

CPD is a continual process of planning, doing, recording and reviewing. Reviewing your plan may of itself be a piece of your planned CPD activities.



**SET GOAL.
MAKE PLAN.
GET TO WORK.**

**STICK TO IT.
REACH GOAL.**



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