

PCA

**CONTINUAL PROFESSIONAL
DEVELOPMENT**

April 2013

INTRODUCTION

Continuing Professional Development (CPD) is now a mandatory requirement for the majority of professions recognised in the UK. For some professionals their ability to practise is dependent on fulfilment of CPD activities; for others it is a recommendation.

Conductors who are working within larger organisations may be able to access professional development activities however these are often focussed around 'new' initiatives, development of curriculum, medical issues etc. rather than specific activities which develop core conductive skills. Equally there are conductors who work in small centres or in isolation who are not able to access any form of training.

Over the years professional development has become synonymous with 'training', 'conferences' and 'external speakers' and many conductors feel that they have not been able to access training due to cost and time from work. These factors will always be a barrier and therefore we must begin to look at CPD in its broadest sense. CPD is not the same as 'training' and does not need to only be about gaining new qualifications.

CONTINUING PROFESSIONAL DEVELOPMENT

As a professional each conductor has a responsibility to keep their own skills and knowledge up-to-date. Years of practice do not necessarily relate to years of experience and knowledge unless these years have been reflected upon and have resulted in an increase in skills and a change in thinking.

CPD is about capturing useful experiences and assessing the practical benefits of what has been learned. It is a part of the lifelong learning process. It is the systematic and continuous updating and enhancement of professional and personal skills.

CONDUCTORS

Conductors are not regulated as a profession, however there has been general agreement by conductors that CPD is a requirement for those conductors who wish to be members of PCA. Some conductors may have an annual appraisal with their manager, however the purpose of an appraisal is quite different from CPD.

The aim of CPD is to document and reflect upon the individuals own learning needs and achievements over the year.

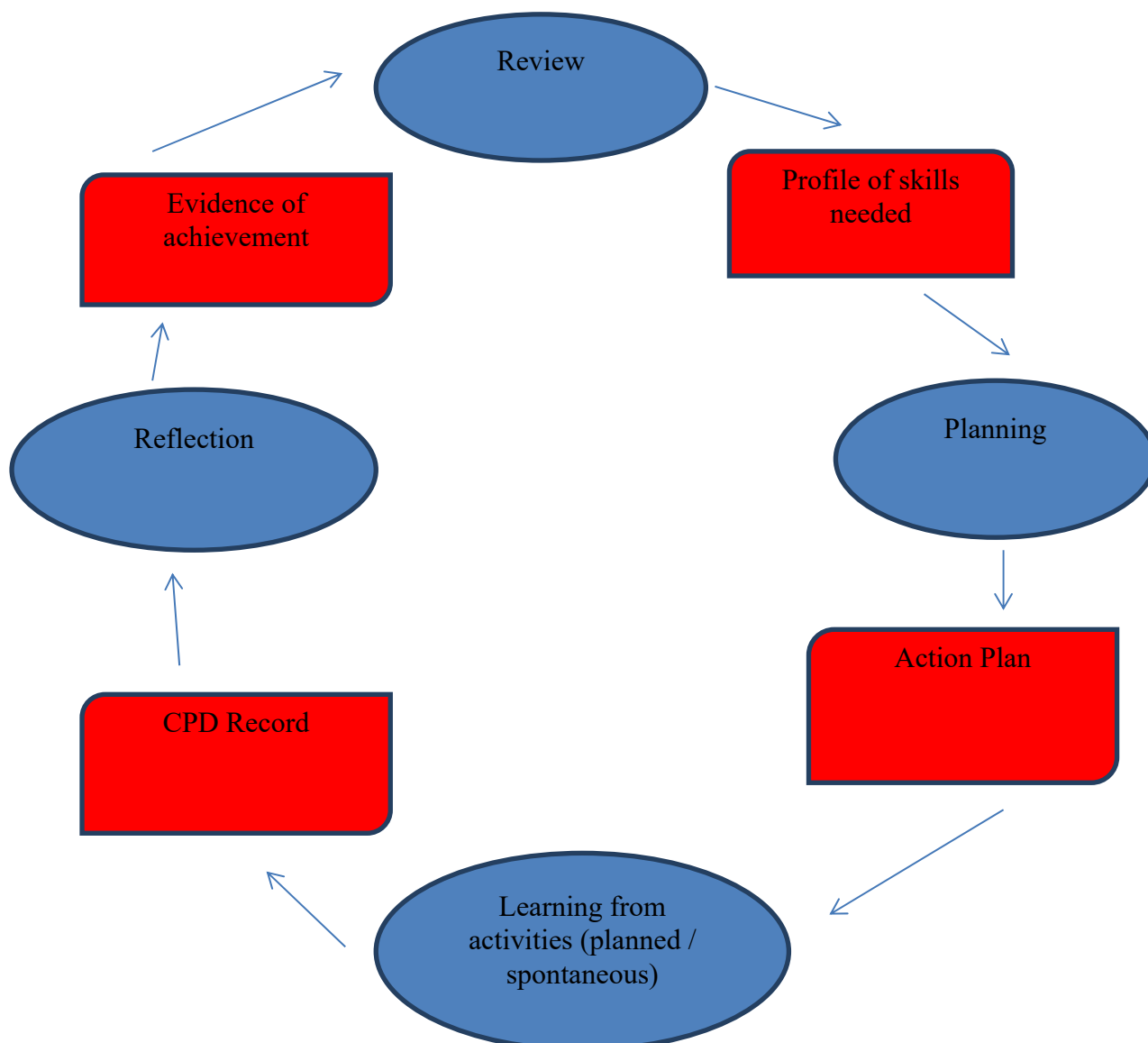
CPD as a system is open to all registered PCA members regardless of where they work. Conductors working alone, in conductor only, multi/trans/or other disciplinary settings will be able to complete the CPD process. For conductors working alone, the PCA committee will not be able to supervise the process, however they may be able to help the individual conductor find a suitable person to help them in their reflection and learning process.

CPD FRAMEWORK

This framework is designed to assist conductors through the process of identifying, planning and recording their own learning needs and activities.

The framework starts with the following four questions:

1. Where are you now? (Review)
2. Where are you going? (Planning)
3. How will you get there? (Learning)
4. What progress have you made? (Reflection)



REMEMBER: CPD is

- **Continuous**
- **Driven by you and your responsibility**
- **Evaluative/ reflective (i.e. not descriptive)**
- **A priority (not an optional extra)**

MINIMAL REQUIREMENTS

The majority of professional bodies recommend between 25 and 40 hours of CPD per year. It has been agreed by conductors that the minimum number of CPD hours should be 25 hours per year, (you may find that you complete more hours of learning if you are completing a course or other formal learning. There is no maximum hours allowed for this process).

CPD ACTIVITIES

A range of different activities can be counted as CPD. For many conductors the majority of learning will take place within the work place however professional activity and formal/ educational activities can also count.

HOW TO START

Below are lists of possible activities which would contribute towards CPD. The aim of the portfolio is for you, as a professional, to record important aspects of your own learning. The examples below are not exhaustive and you may find other ways yourself.

It is not always easy to decide what CPD is for you. It is therefore very important that you start the process by identifying your own professional goals;

e.g. up-dating knowledge on the brain and learning

This could be achieved by researching articles and making short, relevant notes on ones you have found. It may be achieved by discussing with a colleague who has greater knowledge. You may even attend a workshop on this topic. It is likely that you will achieve this in more than one way. Each activity you set out to develop should then be recorded:

- Type of activity
- What you learnt
- How will this influence your work as a conductor
- How many hours were spent

If you are not sure where you can focus your learning then the document “Professional Standards for Conductors in the UK” gives a good overview of knowledge you can develop/up-date – use this as a guide.

Attending PCA workshops and CEPEG conferences will also contribute to your professional development.

E.g. attending workshop on AAC and CE

What did you learn?

How will this influence your practice?

How many hours?

You may find that you learn things you did not expect e.g. at a CEPEG conference. It is fine to then put these into your CPD as well.

Out of the 25 hours you could for example use at least half of these by attending the PCA workshop and CEPEG conference each year.

The following are examples of everyday situations that could be used to reflect new learning. The situations you document and use in your profile have to reflect what you have learned and the impact this has had upon your practice; not just what you do as part of your role.

Work-Based Learning Examples

- learning by doing
- reflective practice
- case studies
- coaching from others
- discussion with colleagues
- peer review
- involvement in wider work e.g. being on a committee
- work shadowing
- in-service training
- visiting other departments/centres and reporting back
- project work or project management
- reading and commenting on an article or publication
- support given to families and carers
- open days
- time with other professionals

Professional Activity

- involvement in a professional body
- membership of a special interest group
- lecturing or teaching
- mentoring
- supervising
- appraisals
- progress reports
- annual review reports
- participating in annual reviews
- chairing meetings
- being an examiner
- being a tutor
- giving presentations at conferences
- giving presentations to groups of professionals
- running support groups for parents/ carers

Formal/ Educational

- attending workshops/ seminars
- courses
- further education
- research
- writing a paper for publication
- distance learning
- planning or running a course

CREATING A PORTFOLIO

The portfolio should not become a collection of certificates/ papers but a concise record of development and learning – one directed by the individual conductor.

The following is an example of how you might use one of the following record sheets in order to reflect learning from an activity.

Date: <i>19 November 2011 – PCA workshop</i>
Type of activity: <i>AAC and CE</i>
Number of hours: <i>1.30</i>
Reflection on what I learnt: <i>Learnt different techniques for building AAC into my task series across the day. Gave me ideas especially in the lying programme which I currently find difficult. Realised that this issue is in many centres and with many conductors. It was good to know this and be able to discuss with other conductors.</i>
How will this influence my work as a conductor? <i>The techniques I learnt (state them) will support the development of communication skills throughout the daily routine. By using these I will be able to communicate more effectively and appropriately throughout the task series. This should help me to ‘save’ time during my task series and therefore meet my aims for that particular programme.</i>
Did this activity help me to achieve my professional goals? <i>One of my professional goals was to develop my leading skills with the more complex groups. This will help me towards achieving this.</i> <i>It would be good for me to think this through further and discuss at our next team meeting.</i>

You will find three different versions of the CPD record forms in the appendices below. (This is to allow choice depending upon your own preference). Please use one of the following templates to record your own goal setting and learning in your own CPD file.

Appendix 1.

GOAL SETTING FORM

This form might be useful *before* completing one of the CPD record forms below.

Date			
What are my goals? (Specify time span for each)	What skills do I have?	What learning/ activities do I need to achieve them?	How will I know if I have achieved them?
Long term goal			
Medium term goals			
Short term goals			

Appendix 2

PCA CPD RECORD SHEET (1)

Date/ period of time:
Professional goals. Long term: Medium term: Short term:
Activity :
Number of hours:
Reflection on what I learnt:
In what way did this activity help me achieve my professional goal(s)?
How will this influence my work as a conductor?
Signed/date (Self):
Signed/date (2nd signature – supervisor, team leader, colleague):

Appendix 3

PCA CPD RECORD SHEET (2)

Date/ period of time:
Professional goal:
Activity :
Number of hours:
Reflection on what I learnt:
In what way did this activity help me achieve my professional goal(s)?
How will this influence my work as a conductor? (can include here the impact upon you as a person/ upon those you are working with etc)
Signed/date (Self):
Signed/date (2nd signature – supervisor, team leader, colleague):

Appendix 4

PCA CPD RECORD SHEET 3

DATE:	
TYPE OF ACTIVITY:	
NUMBER OF HOURS:	
REFLECTION ON WHAT I LEARNT:	
HOW WILL THIS INFLUENCE MY WORK AS A CONDUCTOR?	
DID THIS ACTIVITY HELP ME TO ACHIEVE MY PROFESSIONAL GOALS? Yes	
SIGNED (Self):	DATE:
SIGNED (2nd signature – supervisor, team leader, colleague):	DATE: