CPD Learning Activities (Structured & Unstructured)

CORU's CPD approach is focused on the outcomes of learning opportunities in which you engage, what new or enhanced learning you achieve and how this benefits your practice, service users and the quality of health and social care service delivery

Understanding Continuing Professional Development

CPD is more than simply the acquisition of knowledge and skill. CPD is not the same as Continuing Education (CE). CPD represents a flexible approach to learning which recognises a wide variety of learning opportunities from formal learning to on-the-job learning.

Generally, one hour of CPD learning activity is equal to one CPD credit where the learning is new or enhanced. CPD credits are self-determined, meaning that you decide how many credits to apply to new or enhanced learning you achieved and how this has impacted your practice.

Consider the difference in two colleagues attending mandatory health and safety training. For a more senior colleague they may have undertaken this training on a number of occasions and there is little new learning. For the other, it may be a new role and so all the learning gained is new or enhanced learning.

Simply completing the same activity a number of times would not accrue additional CPD credits, as the content would not be new to you. However, the same type of learning activity, such as a journal club, may contribute to CPD credit accrual as new content is likely to be generated at each meeting. Another example may be in your role as a placement supervisor. You already had a plan prepared from past experiences for supervising a new student for 3 weeks (37 hours per week). However, you find that this student challenged you on a number of occasions and you determine that it amounts to five hours of new learning. The greater the number of credits assigned, the more detail should be provided on what new learning was achieved and how this influenced your practice.

Structured learning activities (formal/professional/work-based)

This list is not exhaustive but gives an idea of the wide variety of learning activities that might contribute to CPD

Active engagement in research in professional field.

Active engagement in supervision or mentoring.

Active involvement in multidisciplinary groups, support groups, development groups and voluntary work.

Active involvement in working groups or committees associated with professional practice or the development of the profession.

Active participation in a CORU board, committee or assessment panel.

Active participation in professional body.

Attending and completing a course or workshop.

Attending mandatory training either in-house or externally.

Designing and providing a CPD activity for colleagues.

Development of information/support resources for service users.

Development of innovative practices.

Involvement in student practice education and providing placements.

Job rotation.

Maintaining a CPD portfolio on a regular basis.

Peer review.

Publication of an opinion piece, a clinical audit, a case study or a research article.

Review and development of resource materials for public/professional use, e.g. factsheets for professional body website.

Review of clinical incident and developing action plans for managing the situation if it happened again.

Specialist lecture, workshop and demonstrations.

Subject-specific conferences.

Training on placement grading tools and overall assessment of students.

Undertaking postgraduate education such as a Postgraduate Certificate, Diploma, Masters or Doctorate.

Visit to another department.

Work shadowing.

Writing clinical protocols, policies or procedures manuals.

Unstructured learning activities (informal/self-directed)

This list is not exhaustive but gives an idea of the wide variety of learning activities that might contribute to CPD

Discussions with colleagues.

Gaining and learning from experience.

Keeping up to date with research evidence in support of best practice.

Learning through the use of online resources.

Membership of professional networks.

Professional reading and study, e.g. CORU website and publications, professional publications, journal articles, webinar, on-line libraries, educational videos.

Reading and reflecting on literature, case studies, discussion topics, either individually or in a group e.g. journal club.

Reflection on critical incidences or complex cases.

Sharing information/learning from CPD activities with work colleagues.

Volunteer work/canvassing e.g. voluntary body.