Are you and your team really *engaging* in Continuing Professional Development (CPD)? Deb Hearle & Sarah Lawson

CPD is considered to be an essential complex concept which assures high quality practice within health and social care (AHPP 2003; HCPC 2012). In order that CPD addresses this core objective, regulatory bodies state that health and social care professionals should be *engaged* in the CPD process (HCPC 2012; RCN 2016). A concept analysis (Walker and Avant 2010), undertaken as part of a PhD produced **five defining attributes of CPD engagement,** contextual to health and social care.

Scan this code for more information

3: CPD learning is embraced and applied in practice

? How will you implement your learning from attending this conference

? Do you act on your reflections

? Has your CPD impacted upon your practice/service delivery and if so how

? How has your learning informed your practice

2: CPD has rewards either Intrinsic or Extrinsic

? What motivated you to attend this conference

? How do you feel when you/your department are undertaking CPD activities

? What has been the impact of the learning event on you and/or your team

? Are there any mechanisms to recognise excellence within your organisation

4: CPD learning is recorded, evaluated and shared with others

? How can you ensure that you meet the HCPC Standards for CPD

? How will you record the details of your CPD

? What mechanisms do you use to monitor and measure your progress

? Does your manager encourage you to disseminate your learning

? Are you updating your TRAMm Tracker/Trail (Hearle et al, 2016)

Methodology

Literature was accessed via OVID, CINAHL, ERIC, ABI INFO and PsychINFO using the search terms engagement, work, employee, user, consumer/scholarly engagement, CPD, and life-long learning.

Walker and Avant (2010) provide a 5 stage frame work for undertaking a concept analysis as follows:

1. Definitions, attributes and key characteristics
2. **Defining Attributes**
3. Antecedents and consequences
4. Constructed Cases
5. Empirical referents

1: CPD is Self-initiated and voluntary

? Why are you attending this conference and what do you hope to gain

? Does your workplace value and facilitate a culture of learning

? How are CPD opportunities identified for you and your team. Are there mechanisms to assist you to plan your CPD strategy

? Are you aware when routine work becomes CPD (Hearle et al, 2016)

5: CPD continues beyond the initial activity

? What will you do with the information you have learnt after this conference

? Will you follow up what you have learnt

? Do you see CPD as a lifelong journey or a series of separate activities

? Are you continuing to update your TRAMm Tracker and Trail (Hearle et al, 2016)

? Will you revisited your reflections

REFERENCES: Allied Health Professions Project (AHPP, 2003) *Demonstrating competence through CPD.* Available online at: http://webarchive.nationalarchives.gov.uk/+/www.dh.gov.uk/en/Consultations/Closedconsultations/DH_4071458 [accessed 8/5/16]
Health and Care Professions Council (2012) *Continuing Professional Development and Your Registration* London: Health and Care Professionals Council
Hearle D, Lawson S & Morris, R (2016) *A Strategic Guide to CPD for Health and Social Care Professionals: The TRAMm Model.* Keswick : M&K Publishing
Walker LO & Avant KC (2010) *Strategies for Theory Construction in Nursing, 5th ed.* Harlow: Pearson Prentice Hall.

TRAMm Model
Tell · Record
Measure · Activity
Monitor
For Your CPD