

CPD Hints & Tips

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What is required?

- Between **4 (minimum)** and **10 (maximum)** cycles;
- **30 hours CPD activity (minimum)** with associated documentary evidence;
- CPD to have been undertaken since the first day of the current CPD year (01 June 2024);
- **50% minimum** of cycles must be **scheduled (scheduled learning is learning that has been planned to address a specific identified learning need)**;
- **75% of cycles (minimum)** must relate to **current scope of practice (the pharmacy context you are currently practising e.g. hospital)**;
- **75% of cycles (minimum)** must be **applied and evaluated in current practice**; and,
- **25% of cycles (maximum)** can be **applied and evaluated in future practice or a simulated environment**.



Understanding the percentages rules

If you submit 4 cycles, the previous percentages mean:

- at least 2 cycles must be scheduled learning;
- at least 3 cycles must be applied and evaluated in current practice; and,
- no more than 1 cycle can be evaluated in future or simulated.

Be careful what you tick at the end of each cycle - your wording must reflect what you tick.

For example, “*I will...*” denotes future learning and you cannot tick to select that it has been applied and evaluated in current practice.



Reflection (scheduled only)

Record your identified learning need(s)

- **Be specific** “*I identified the following specific learning need(s)...*”;
- **Avoid** verbs such as '**review**', '**update**', '**learn about**', '**revisit**' etc, unless they are used in the context of the explanation of the specific learning need;
- Learning needs should be **precise, succinct and measurable**; and,
- **Avoid ambiguous statements** such as “the main issue”, “the latest development” etc. followed by a non specific statement - this is not acceptable.

Advise why you wanted to learn about the topic(s):

- **Explain the trigger** for the learning. **Why did you want to learn it?** A **clear explanation** is vital; and,
- “*I feel I need to know more about...*” or similar, without further explanation, does not meet acceptable criteria.



Planning (scheduled cycles)

Describe specific details of the learning activity/activities to meet the learning needs and planned completion date(s):

- **Describe the specific details of learning activity/activities** to meet the learning need(s) identified;
- Provide **full details of the learning activity** allowing an assessor to source the activity independently;
- Record a **specific and achievable completion date**;
- **Avoid general and vague planned activities** such “*a workshop/article/course*” with no further information detailed in the planning section; and,
- Only provide details here of the planned CPD learning activity and **not an activity as a consequence of the learning - this is application of the learning in practice.**



Action (all cycles)

Provide a summary of what you have learned. Include examples of your own personal learning:

- **All fields in the activity table** must be **fully completed**;
- **Evidence type and evidence**, must be selected from the **dropdown boxes**. If you do not select a box your cycle does not meet acceptable criteria;
- **Keep a personal record of your evidence** as assessors may ask to see it;
- **Document what you learned** and relate this specifically to **each learning need**;
- Provide a **brief summary**, including **specific examples**, of personal learning clearly related to your learning needs. For example, *“I learned that the common side effects of drug X are ...”* instead of, *“I learnt about the side effects of Drug X”*, without specific examples of those side effects;
- **Do not record application of learning here - it must be recorded in evaluation stage**; and,
- Write up a **summary** of the learning **in your own words**, not a copy of wording from other sources.



Evaluation (all cycles)

Demonstrate **each learning need has been met** and whether **your practice has changed or will change or not**. Give **specific examples** of the impact of learning either **now** or at some stage in the **future**.

- Provide a **clear example** of how learning has been implemented or will be implemented OR how practice has changed or will change;
- *“I feel that I can now...”* with no justification is not acceptable;
- Do not mention implementing or how you will implement learning that you have not mentioned previously;
- Ensure you **accurately tick** whether learning has already been applied or whether it applies to future practice - this is a common error;
- Record **application of learning** to demonstrate successful completion of CPD; and,
- Clearly map learning needs through all stages - at least one learning need is required to be mapped through all four stages to meet acceptable criteria.



Common Errors

Avoid incorrectly claiming CPD hours, as follows:

- The hours calculated for the learning activity should not include the hours in which the learning was applied in practice;
- **Any application of learning hours claimed as actual learning hours** will be deducted meaning the total hours may fall below the minimum of 30 hours and the portfolio by default does not meet standard;
- For example, delivering training after learning is completed **is not applied learning** - these **hours will be deducted** and this could mean a portfolio consisting of fewer than 30 hours and will not meet standard;
- **Current Learning** is learning that is being actively applied in practice; and,
- **Future Learning** is learning which will be applied in future - we have frequently found that learning is incorrectly claimed as being current learning, when it is future learning.



Common Errors

- Remember **only 25% of cycles can be evaluated in the future or simulated learning environment.** When learning is incorrectly selected as current learning - when it is future learning, the minimum 75% in current learning may not be achieved.
- To pass, **at least half of the cycles you submit need to meet standard.** Additionally, these **cycles must make up at least half of the total hours you submit.**
- Please review your portfolio content using this check list before making your final CPD submission. This is only a summary and should be used in conjunction with the full guidance and exemplars available on the PSNI website.



Definitions

Scheduled Cycle - a prior learning need has been identified and is addressed through a planned and structured approach. Pharmacists must demonstrate how they identified, planned and actioned the learning activity in response to an identified learning need.

Unscheduled Cycle – the cycle does not start with a prior identified learning need and is often a reaction to circumstances that emerge during day to day working. It often requires immediate action, activity and outcomes. It is the immediacy of the planning that distinguishes an unscheduled cycle from a scheduled cycle.

Scope of practice - the activities that you are permitted to perform within your specified field.

Future learning - learning you will be applying in your practice in following CPD years.

Simulated learning - practise a procedure or routine in a simulated learning environment before treating actual patients. These environments use different scenarios and equipment and vary in realism, e.g. first aid training using a Resusci Annie/manikin.





QUESTIONS?

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