



**IPEM**

## Continuing Professional Development

**Continuing Professional Development (CPD)** is the planned acquisition of knowledge, experience and skills and the development of personal qualities throughout one's working life, encompassing where appropriate scientific, technical, clinical and more general matters.

### 1 INTRODUCTION

- 1.1 Professionals accept responsibility for the maintenance and enhancement of their levels of knowledge, skills and professional competence.
- 1.2 The IPEM CPD Programme gives members the opportunity to demonstrate their commitment to the continuing development of their overall professional competence and to maximise their ability to contribute to society, through application of the skills acquired throughout their professional life.
- 1.3 Participants in the programme will acquire a formal record of personal performance and standard of practice which will form part of their Professional Development Record (PDR).

### 2 OBJECTIVES

Many physical scientists, engineers and technologists involved directly or indirectly in health care already undertake CPD, and this programme aims to formalise that activity, with the following objectives:

- 2.1 to articulate the value of and need for CPD to members of the profession and to their employers;
- 2.2 to provide advice and guidance to members of the profession in identifying their educational needs, to strengthen their performance and further their careers;
- 2.3 to enable individual members to identify the activities that will satisfy their learning needs;
- 2.4 to establish a credible mechanism by which members receive formal recognition for their CPD activities and thereby demonstrate their commitment to the profession and to their employers;
- 2.5 to promote the highest professional standards of its members;
- 2.6 to enhance the status of scientists, engineers and technologists in medicine and biology.

### 3 THE BENEFITS OF CPD

The benefits of CPD accrue both to the individual and to the employer, but are greatest when continued learning is part of the employer's policy for the planned, coherent development of its staff. Reasons why individuals should undertake CPD, and why employers should strongly encourage them to do so, include the following:

- 3.1 Shorter product cycles and faster obsolescence of product processes, caused by technological and market changes, are making knowledge and professional expertise outdated more rapidly than ever before.
- 3.2 Scientists, engineers and technologists trained to work in professions associated with medicine and biology constitute a costly human resource in whom a high investment has already been made. If they are not to become a dwindling asset for the employer, their skills and knowledge must be kept at their peak.
- 3.3 Increasing competitiveness and risk of litigation mean that failure of a staff member to keep up to date could be disastrous. Continuing formal education and (re)training is an essential component of an employer's defence against a charge of negligence in the event of an accident, untoward event or unexpected treatment outcome.

- 3.4 CPD is about gaining the knowledge and skills to meet these challenges.
- 3.5 Job performance: the satisfaction of the employee knowing that (s)he is doing his/her job not only to the greatest benefit to patients and other clients, and most cost-effectively for the employer, but to the best of his/her ability.
- 3.6 Career enhancement: the awareness that when promotion or other opportunities arise the employee will be best placed to be selected.

#### **4 PARTICIPANTS**

- 4.1 The IPEM has established a formal CPD Programme for all members who are not employed in full time training posts.
- 4.2 For those who are engaged in higher training schemes, their training portfolio will be evidence of their CPD activity.
- 4.3 Non-members of the Institute may also register upon payment of an annual registration fee.

#### **5 CODE OF PRACTICE**

Registrants for CPD should adopt the following Code of Practice.

- 5.1 Prepare a CPD plan, identifying the knowledge, skills, understanding and attitudes to be acquired or developed, taking into account:
- the participant's own career aspirations, both short and long term,
  - the participant's role, responsibilities and personal interests,
  - the requirements of any statutory regulating body,
  - the employer's business objectives and their contractual expectations.
- 5.2 Identify the actions to be taken, to meet the identified needs.
- 5.3 Develop the plan in conjunction with a line manager, mentor or professional peer. Review the plan regularly to assess progress.
- 5.4 Record CPD activities and achievements, opportunistic as well as planned, so that progress towards implementing the plan and maintaining professional competence can be demonstrated and the benefits can be independently evaluated.
- 5.5 Provide to the CPD Panel, annually, confirmation that CPD has been undertaken so that this may be formally recorded.
- 5.6 Support the CPD of other staff.

#### **6 REGISTRATION FOR CPD**

Form A should be completed and returned to the Institute's office at:  
*Fairmount House, 230 Tadcaster Road, YORK, YO24 1ES.*

#### **7 CPD ACTIVITY**

- 7.1 The most important aspect of CPD is the outcome of CPD activity for the individual rather than the length of time engaged in it. Learning outcomes and, where relevant, their application to practice should be recorded for each piece of CPD undertaken. Form C1 is provided for this purpose. There is no longer a unified currency (points) available for CPD but the registrant may wish to record or catalogue some measure of adequacy (see 7.4)
- 7.2 Registrants will be employed in a very wide range of occupations and at differing levels of responsibility. Their continuing learning needs will be equally varied, and a range of subjects and experience can, therefore, count as CPD.

There are four **main** areas in which CPD should be undertaken:

- maintaining scientific and technical knowledge in one's speciality,

- developing scientific and technical knowledge in one's speciality,
- broadening scientific and technical knowledge beyond one's speciality,
- acquiring professional life skills and knowledge, e.g. management techniques, interpersonal skills, finance, languages.

It is suggested that the major emphasis should be on the first two of these although this will depend on the individual's circumstances and career stage. Almost all activities may include an element of CPD. It is for individual registrants to recognise and record learning outcomes. An extensive but non-exhaustive list of potential CDP activities is given in Annex 1.

- 7.3 To be able to demonstrate the active participation in a programme of CPD, for example to meet the requirements of regulation with the Health Professions Council, evidence of participation should be maintained alongside the formal record. This may include;
- certificates of attendance
  - certificates of achievement
  - notes of courses, seminars etc
  - examples of work (documentation produced, papers written)

Registrants are advised to develop a cross referencing system between the formal record (Form C1) of CPD activity and individual items of evidence.

- 7.4 The quality rather than the quantity of CPD is important. However registrants may wish to record the amount of 'quality' time whilst engaged in the CPD activity. For example, the number of hours spent on a training course might all be considered valuable whereas some of the time spent at a conference may not be relevant for the registrant's development. The CPD requirements of the Health Professions Council do not require a record of time but other schemes, for example that operated by RPA 2000, do require a quantitative record.

## 8 ROLES AND RESPONSIBILITIES

- 8.1 The **Professional Manager** (often the Head of Department) is responsible for the local administration of the CPD scheme. The main responsibility of this individual is to encourage staff to undertake CPD activities and maintain a record, to assist in ensuring that resources are available for CPD and to facilitate regular appraisal and the development of an action plan.
- 8.2 Some registrants may wish to seek support and guidance from a **Mentor**. The value of mentoring will differ according to the registrant's situation. Where the registrant is following a clearly defined career pathway there is likely to be little gained from mentoring. However if the registrant is near the top of a career pathway, perhaps in a leadership role, or in a relatively novel area of work, mentoring may be more valuable. A mentor is an individual with some relevant experience either in a specific work area or with a similar range of responsibilities who is willing to discuss problems, share ideas and provide advice based on experience
- 8.3 The Institute maintains a register of members who have expressed an interest in acting as mentors. Occasional courses will be organised to provide training for those acting in a mentoring role. Notes of guidance for mentors are available from the Institute and Form F is provided for those individuals wishing to register their interest in becoming mentors.
- 8.4 CPD is first and foremost the personal responsibility of the **Registrant**. They must take responsibility for undertaking CPD activities, maintaining a record of those activities together with supporting evidence and ensuring that they receive regular appraisal and revue of action plans.

## 9 LOCAL RECORDING AND MONITORING OF CPD ACTIVITIES.

- 9.1 CPD records should be kept systematically to facilitate discussion of CPD activities with the professional manager and/or mentor and for occasional audit. These records should be kept in a form that will assist the compilation and maintenance of a comprehensive CV.

- 9.2 Form C1 (discussed above) should be used to record the individual CPD activities undertaken. It is essential for registrants to record what they gained from the activity. This may be the acquisition of new skills or knowledge or the maintenance of competency in a particular element of their professional role.
- 9.3 Form C2 is provided to enable the registrant to maintain a summary record of their CPD during a particular period. Registrants may wish to tailor this form to suit their particular needs. For example, one set of forms may be used to record maintenance of proficiency and another set to record developmental activities. The forms may be further categorised according to the types of activity undertaken by the registrant.
- 9.4 An essential element of CPD is appraisal and the development of a future action plan. Many employers will provide their own forms to record these elements. If not, Form C3 is provided for this purpose. Where an employer provides these forms, it is recommended that the registrant files a copy of completed forms within their CPD portfolio.

## **10 CENTRAL RECORDING AND MONITORING OF CPD ACTIVITY**

- 10.1 A record will be kept centrally of all registrants in the CPD programme.
- 10.2 Towards the end of each year all registrants will be sent a Form D to complete as a summary record of the current year's CPD activity. This form should be completed as soon as CPD activity for the calendar year has been completed and returned to the CPD Registrar.
- 10.3 Form D is a statement by the registrant that they have participated in CPD activities and through these have maintained and further developed their professional competence. This form should be counter signed by the Professional Manager or CPD co-ordinator or mentor. The CPD registrar will retain the original Form D and return a copy to the registrant to indicate that their statement has been recorded.
- 10.4 Registrants on this scheme accept that the Institute may inspect some, or all, of their CPD portfolio at any time. The CPD Panel will audit a percentage of CPD portfolios each year. Inspections and audits are undertaken both to enable advice and guidance to be given to individual registrants and enable evidence of good practice to be promulgated throughout the profession.
- 10.5 Registrants may also request the Institute's CPD Panel to examine their individual record if they have concerns or wish to seek guidance.

### **Address for all communications:**

CPD Registrar  
Institute of Physics and Engineering in Medicine  
Fairmount House  
230 Tadcaster Road  
YORK  
YO24 1ES  
Tel: +44 (0)1904 610821  
Fax: +44 (0)1904 612279  
E-mail: [cpd@ipem.ac.uk](mailto:cpd@ipem.ac.uk)  
Website: [www.ipem.ac.uk](http://www.ipem.ac.uk)

## **Annex 1: Examples of CPD Activity**

### **Occupational Skills Training**

- Updating engineering, technical and measurement skills
- Information Management and Technology
- Manual Handling
- Management development
- Health and Safety
- Communication skills
- Quality assurance

### **Learning Activities**

- Case studies
- Critical literature reviews
- Adapted user/student notes
- Policy or position statements
- Discussion documents
- Procedural documents
- Recent job applications
- Reports
- Business plans
- Protocols
- Guidance materials
- Clinical audit tools
- Clinical guidelines
- Course assignments
- Action plans
- Course programme documents
- Attaining National Occupational Standards (NOS)
- Presentations
- Articles produced for publication
- Questionnaires
- Research papers/proposals/funding applications/ethical approval applications
- Induction materials for new members of staff
- Learning contracts
- Contributions to work of a professional body
- Contributions to work of a special interest group
- Poster presentations
- Lecture notes
- Records of sabbaticals, attachments and placements
- Evaluation of journal articles read or refereed
- Examination papers produced
- Books and book chapters
- Editorial activities for peer-reviewed journals
- Quality inspections (CHI, QAA, CPA, HQS ISO9000 etc)
- Writing documents of general value (procedures, guidelines, etc).
- Researching new devices that will be central to project development.