



# **PROFESSIONAL LEARNING and DEVELOPMENT REVIEW PROCESS**

## **Contents**

- 1 About Professional Learning and development in CLD**
- 2 Examples of Professional learning and development**
- 3 The Professional Learning and development model**
- 4 The Planning stage**
- 5 Professional Learning and Development Goals**
- 6 Monitoring and recording**
- 7 Professional learning review**
- 8 Role of the manger / mentor**

## 1 About Professional Learning and Development in CLD

### Everyone needs Professional Learning and development

Whether a person is a full time, part time or voluntary CLD practitioner, qualified or unqualified, they need to undertake professional learning and development in order to develop and maintain their practice.

The requirement to undertake professional learning and development is a **key requirement** of registration as a Registered or Associate member of the CLD Standards Council. It applies regardless of the category of membership as it is incumbent that all members maintain and develop their practice through critical reflection on their Professional Learning and Development.

### Professional learning and development enhances the quality and impact of CLD practice.

**The Growing the Learning Culture in CLD: A Strategy for Statement and a Framework for Action**<sup>1</sup> document produced by the CLD Standards Council requires that practitioners:

- Ensure they maintain and develop their practice through reflective practice and Professional Learning and Development;
- Integrate Professional Learning and Development directly with their personal development plans;
- Take responsibility for their own learning and development.

### The Competent Practitioner Framework



- Values
- Code of Ethics
- Competences
- 5 key attributes
- Critically reflective

The Competent Practitioner Framework outlines the Professional Standards for CLD practice in Scotland. A critical part of the standards is the requirement for the practitioner to critically reflect on their professional learning and development against these standards.

<sup>1</sup> CLD Standards Council - <http://cldstandardscouncil.org.uk/cpd/cpd-strategy/>

## Terminology

In the Growing the Learning Culture in CLD: A Strategy for Statement and Framework for Action, we are now using the terms professional learning and professional development. CPD (Continuous Professional Development) has been understood as relating to learning and development that follows a period of initial training. This distinction no longer fits with reality, as practitioners may undertake all their learning and development in a practice setting, or may participate in a formal learning programme after involvement, paid or unpaid, in CLD practice.

In this context we are using the following as what is meant by Professional Learning and Development.

We are using the term **professional learning** to refer to:

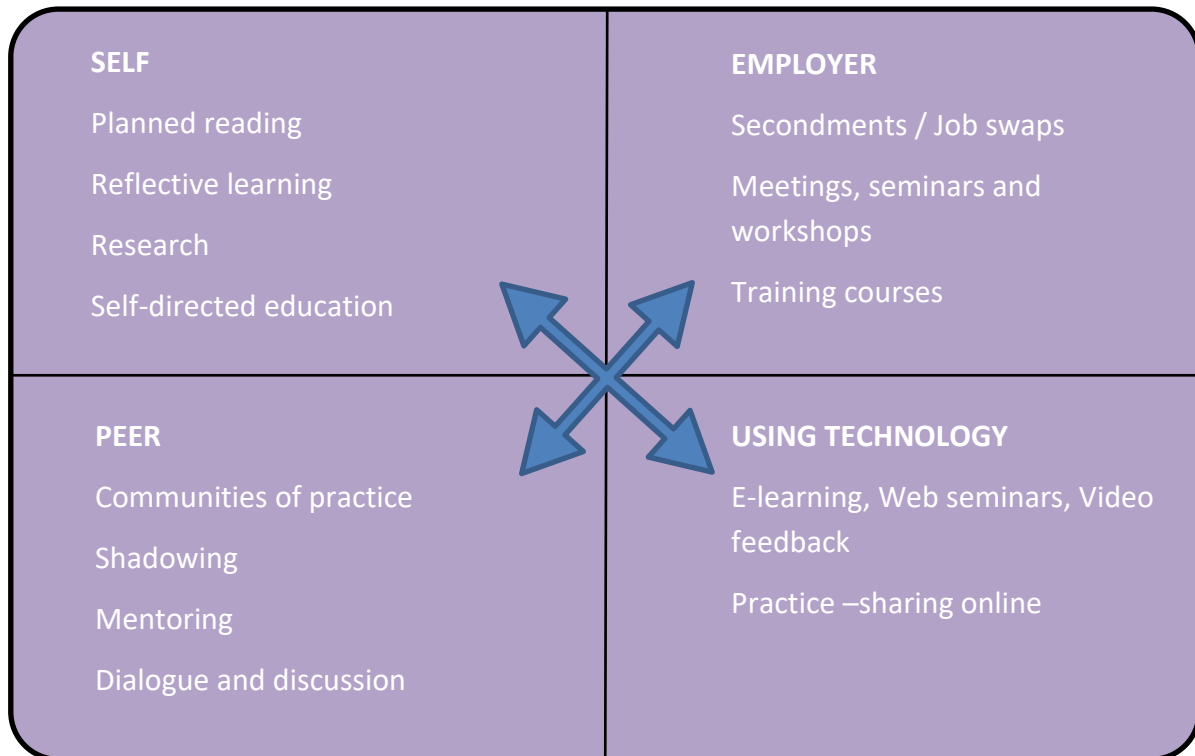
- The process of active learning through individual or shared reflection on practice,
- Participation in formal or informal learning opportunities, and activities including planned reading, shadowing, secondments and e-learning;

We are using the term **professional development** to refer to:

- The change that occurs as a result of professional learning: the enhanced skills, knowledge and understanding of practitioners, the sharing of these and their application to practice  
(CLD Standards Council 2015)

## 2 Examples of Professional Learning and Development

Professional learning and development can be a range of opportunities that relate to a CLD practitioner's practice. Below is an illustration and also some examples of how professional learning and development might be progressed.



Here are some illustrations of professional learning and development opportunities:

- Self-evaluation and critical reflection processes
- Experiential, action or enquiry-based learning
- Professional dialogue with colleagues, other professionals, and learners
- Focused professional reading and research
- Leading or engaging in practitioner enquiry/action research
- Critical analysis of reading, learning and impact on professional practice
- Learning about aspects of the CLD or approaches to learning and development
- Peer support e.g. coaching or mentoring
- Visits/peer observation
- Online learning/blogs
- Work shadowing
- Co-operative or team working
- Participation in collaborative activity e.g. communities of practice/learning
- Leading or participating in a working or task group
- Planning learning which is inter-professional or cross-sector
- Participation in activities relating to assessment, moderation and evaluation
- Secondments, acting posts and placements
- Formal study and qualifications
- Accredited courses or activity related to achieving national professional standards for CLD
- Professional/ Academic conferences

### 3 The Professional Learning and Development Model

The evidence and verification requirement in the registration renewal process<sup>2</sup> is based on the following model :-



This model is based on an action review cycle in line with what could be called plan-do-review model as advocated by commentators such as Donald Schon (1987)<sup>3</sup>, who was seminal to a range of professional development models and in particular those of teaching, social work, nursing and CLD in Scotland. This approach is used extensively in qualifying training of CLD practitioners and our intention is that this discipline to professional learning and development is extended beyond initial training and the assumption that this approach to the development of professional knowledge and competence is embedded in a practitioner’s practice and to make it career-long by associating the process with registration renewal. The model recognises the contextual nature of a CLD practitioner’s practice (Eraut, 1994<sup>4</sup>) and the need for the participant to recognise, explore and address through critical reflection, the relationships between their professional constituency, professional standards and organisational and employment requirements (Kennedy 2008)<sup>5</sup>.

<sup>2</sup> Information on the CLD Standards Council Registration renewal process can be found in the Registration System Document <http://cldstandardscouncil.org.uk/registration/the-registration-system/>

<sup>3</sup> Schon D (1987) *Educating the Reflective practitioner: Towards a new Design Teaching and Learning in the Professions*, San Francisco: Jossey-Bass

<sup>4</sup> Eraut M (2008) *How Professionals Learn Through Work*, University of Surrey

<sup>5</sup> Kennedy A (2005) Models of Continuing Professional Development: a framework for analysis, *Journal of In-service Education*, Volume 31, Number 2

The model is based on the notion of an autonomous self-directing practitioner that through critical reflection on practice identifies their professional learning and development needs and brings these forward for verification in dialogue with a significant other, that being, someone with a relevant understanding and working knowledge of CLD with respect to the Professional Standards and this person can be their manager and/or a mentor.

The 4 quadrants of the model are meant to be in line with the workplace planning and review system that CLD practitioners may operate within their work setting and therefore be complementary and helpful with respect to enabling a focus on professional learning and development as well as the occupational requirements to be met.

Although the Registration Renewal submission is a requirement every three years it is assumed that work planning, support and supervision and review is a workplace process and is on going.

#### **4 The planning stage**

At the planning stage the practitioner should identify the needs and challenges coming out of key processes and documents such as work plans, target setting, Professional Development Review/Appraisal, Inspection Reports, Community Planning and LOIP, Support and Supervision, which may affect their professional learning and development.

#### **5 Professional Learning and Development Goals**

Drawing on the needs and challenges identified in the planning stage and other sources this dimension of the model encourages the setting of professional learning goals with respect to the practitioners learning needs and concerns. Some key questions that might be useful in setting professional learning goals might be:

- What is the focus of your professional learning and development?
- What will your professional learning and development look like? (e.g. enquiry, further study, collaborative activity, project and development work)
- How do these learning goals relate to CLD Standards Council Professional Standards (i.e. competences, ethics, values and principles)?
- Will they be SMART (Specific, Measureable, Relevant and Time Limited)
- In what way will setting your learning goals relate to organisational needs and any employer competences?

## 6 Monitoring and Recording

Keeping a record of professional learning and development activity allows the practitioner to review and monitor achievement of goals and carry out planning for future learning. The practitioner also needs to keep a record for the purposes of Registration as they might be selected to provide evidence of your professional learning.

The practitioner should: -

- Decide how they will monitor and record their professional learning and development. Will it be an integral part of a workplace monitoring and recording system or a separate but related system?
- link their support and supervision with their professional learning goals
- Identify someone to discuss, monitor and review progress with, (usually manager and / or mentor). This person will usually also carry out the 3 year Professional learning review and verification. The practitioner and mentor should agree their roles and responsibilities and the mechanism and timings of the process of critical reflection on the progress of the practitioners professional learning and development. See notes on appropriate verifier. A suggested mentor agreement form is available.

## 7 Professional Learning and Development Review

This part of the process requires a professional dialogue and verification between the practitioner and their manager /mentor with respect to progress with their professional learning and development and its impact on their practice and how this is fed forward into the next professional learning and development planning cycle. Key questions that might be helpful in this context are:

- What impact/change, if any, do you anticipate for;
  - Your thinking and understanding
  - Your professional actions
  - Your interactions with learners and the community?
- How will you know the impact your professional learning and development will have/has had on
  - Your practice
  - Community members/learners/users
  - Colleagues
- What evidence might you collect and how will you collect it?
- How will you make sense of this evidence?
- How have you shared your learning and development knowledge and understanding with others?
- In what way have you engaged in critical discussion with your reviewer (manager/mentor) about your professional learning and development and its impact?
- In what way has your professional learning and development informed your professional judgement?

(Key questions drawn from Professional Learning Process, GTCS 2014)<sup>6</sup>

**These key questions are provided as a downloadable document for practitioners to use.**

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<sup>6</sup> GTCS (2014) The Professional Learning Process, [www.gtcs.org.uk](http://www.gtcs.org.uk)

## **Section 8 The Role of the Manager and/or Mentor within the Professional Learning and Development Process**

As discussed previously the approach to professional learning and development being taken is a developmental one which puts the autonomous self-directing professional at the centre and through their critical reflection on practice they identify and construct relevant Professional Learning and Development goals and activities. A pivotal aspect of this is the role of the manager and or/mentor who has the responsibility of providing mentoring guidance as depicted below and also to verify the authenticity of the practitioner's Professional Learning and Development to the standard set by the CLD Standards Council.

Therefore it is incumbent on a registered / Associate member to seek within their practice context a suitable person for this role. Because of the wide and varied settings that CLD practitioners can be found, whether in paid or voluntary positions, the mentoring role can be carried out by a practitioner's manager and/or another suitably qualified and experienced person with an understanding of the CLD Standards Council's Professional Standards. This would normally be someone with a CLD Standards Council recognised qualification, or equivalent, be a member of the CLD Standards Council and have a minimum experience of 3 years of CLD practice. It might be the case in some circumstances for a practitioner's manager and also another person have joint roles in mentoring appropriate and agreed with the practitioner.

It should be stressed that this process is based on the professional autonomous and responsibility of the CLD practitioner. They have lead responsibility for their Professional Learning and Development. The manager and or/mentor has a critical but supporting role.

In terms of responsibilities the mentor needs to

- Have an understanding of the CLD Standards Council's Professional Standards (Professional Ethos, Competences and 5 Key Attributes, Code of Ethics)
- Be available as negotiated between themselves and their mentee with respect to meeting to discuss, monitor and review progress around professional learning goals
- Carry out with their mentee the 3 yearly Re-registration Review in line with CLD Standards Council requirements, procedures and guidance and verify that the mentee has been engaged in satisfactory Professional Learning and Development over the registration period.

You may also be interested in the Mentoring Considerations document which provides some background from the literature on mentoring and coaching.