**Please read the GUIDANCE NOTES (pages 8-11) at the end of this form – An Example can be found at the end!**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name:** |  | | | | | **Level of Registration:** | | | RPCiT (Registered Practitioner) | |
| **E-mail:** |  | | | | | **Renewal due date:** | | |  | |
| **Job title:** |  | | | | | | | | | |
| **Workplaces:** |  | | | | | | | | | |
| **Checklist ✓ :** | **Aims & Plan:** |  | **Professional biography:** |  | **Activities evidenced:** | |  | **Minimum of 15 points:** | |  |

**Please state your Aims and Plan for the PPD you will carry out over the next 12 months:**

**Professional biography (please give us a short description of your professional career – a mini CV):**

**Please read the ‘Guidance for the allocation of PPD points’ and the ‘Categories of Learning Activities’ before completing this form.**

**Summary below of all points claimed across each category:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **(1)** Work based, **(2)** Professional Activity, **(3)** Formal / Educational,  **(4)** Self-directed learning, **(5)** Non-working / Other | | | | | | | |
| **Total Points Claimed:** |  | **Category:** | **1** | **2** | **3** | **4** | **5** |
|  | **Points Claimed:** |  |  |  |  |  |
| **\_\_\_\_%** | **Percentage:** | \_\_\_% | \_\_\_% | \_\_\_% | \_\_\_% | \_\_\_% |

**Detailed reports of activities carried out:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date undertaken** | | **Time spent undertaking: the activity** |  | **Points awarded1**: |  | **Category2:** |  |
|  | |
| **Title:** |  | | | | | | |
| **Brief Description of activity**: | | | | | | | |
| **Values obtained** | | | | | | | |
| **Learning outcomes:** | | | | | | | |
| **Skills acquired**: | | | | | | | |
| **How it has benefited the quality of my practice**: | | | | | | | |
| **How it has benefited the users of my work**: | | | | | | | |
| **Reflections**: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date undertaken** | | **Time spent undertaking: the activity** |  | **Points awarded1**: |  | **Category2:** |  |
|  | |
| **Title:** |  | | | | | | |
| **Brief Description of activity**: | | | | | | | |
| **Values obtained** | | | | | | | |
| **Learning outcomes:** | | | | | | | |
| **Skills acquired**: | | | | | | | |
| **How it has benefited the quality of my practice**: | | | | | | | |
| **How it has benefited the users of my work**: | | | | | | | |
| **Reflections**: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date undertaken** | | **Time spent undertaking: the activity** |  | **Points awarded1**: |  | **Category2:** |  |
|  | |
| **Title:** |  | | | | | | |
| **Brief Description of activity**: | | | | | | | |
| **Values obtained** | | | | | | | |
| **Learning outcomes:** | | | | | | | |
| **Skills acquired**: | | | | | | | |
| **How it has benefited the quality of my practice**: | | | | | | | |
| **How it has benefited the users of my work**: | | | | | | | |
| **Reflections**: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date undertaken** | | **Time spent undertaking: the activity** |  | **Points awarded1**: |  | **Category2:** |  |
|  | |
| **Title:** |  | | | | | | |
| **Brief Description of activity**: | | | | | | | |
| **Values obtained** | | | | | | | |
| **Learning outcomes:** | | | | | | | |
| **Skills acquired**: | | | | | | | |
| **How it has benefited the quality of my practice**: | | | | | | | |
| **How it has benefited the users of my work**: | | | | | | | |
| **Reflections**: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date undertaken** | | **Time spent undertaking: the activity** |  | **Points awarded1**: |  | **Category2:** |  |
|  | |
| **Title:** |  | | | | | | |
| **Brief Description of activity**: | | | | | | | |
| **Values obtained** | | | | | | | |
| **Learning outcomes:** | | | | | | | |
| **Skills acquired**: | | | | | | | |
| **How it has benefited the quality of my practice**: | | | | | | | |
| **How it has benefited the users of my work**: | | | | | | | |
| **Reflections**: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date undertaken** | | **Time spent undertaking: the activity** |  | **Points awarded1**: |  | **Category2:** |  |
|  | |
| **Title:** |  | | | | | | |
| **Brief Description of activity**: | | | | | | | |
| **Values obtained** | | | | | | | |
| **Learning outcomes:** | | | | | | | |
| **Skills acquired**: | | | | | | | |
| **How it has benefited the quality of my practice**: | | | | | | | |
| **How it has benefited the users of my work**: | | | | | | | |
| **Reflections**: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date undertaken** | | **Time spent undertaking: the activity** |  | **Points awarded1**: |  | **Category2:** |  |
|  | |
| **Title:** |  | | | | | | |
| **Brief Description of activity**: | | | | | | | |
| **Values obtained** | | | | | | | |
| **Learning outcomes:** | | | | | | | |
| **Skills acquired**: | | | | | | | |
| **How it has benefited the quality of my practice**: | | | | | | | |
| **How it has benefited the users of my work**: | | | | | | | |
| **Reflections**: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date undertaken** | | **Time spent undertaking: the activity** |  | **Points awarded1**: |  | **Category2:** |  |
|  | |
| **Title:** |  | | | | | | |
| **Brief Description of activity**: | | | | | | | |
| **Values obtained** | | | | | | | |
| **Learning outcomes:** | | | | | | | |
| **Skills acquired**: | | | | | | | |
| **How it has benefited the quality of my practice**: | | | | | | | |
| **How it has benefited the users of my work**: | | | | | | | |
| **Reflections**: | | | | | | | |

*\*If you have undertaken more than 8 activities, copy and paste the activity table to create more.*

**Guidance for the** **allocation of PPD points and categories**

Each activity can be given upto a maximum of 3 points.

If the activity spans more than one day you can only award **more than 3 points**, if you can clearly demonstrate that there were different learning outcomes and skills acquired on different days. We would advise that for these instances, it would be easier to make two entries.

**(1) Allocation of CPD Points 1**

|  |  |  |
| --- | --- | --- |
| **Duration of activity** | **Work-related\*** | **Non-work related** |
| 30 mins – 1hr | Up to 1 point (**see table 1**) | 0 point |
| 1 - 4 hrs | Up to 2 points (**see table 2**) | 1 point |
| 4 + hrs | Up to 3 points (**see table 3)** | 2 points |

*\*must include a measure of the usefulness of the event*

**Table 1:**

|  |  |  |
| --- | --- | --- |
| **Work-related activity** | **Value to individual** | **Criteria** |
| 30 mins - 1hr | 0 point | Minimal benefit |
| 1 point | Refreshing existing skills and knowledge of introduced new skills and / or concepts and their use (Refresh and Update) |
| 1 point | Extremely useful for developing new skills for work activities and inspired development activity (Extremely useful) |

**Table 2:**

|  |  |  |
| --- | --- | --- |
| **Work-related activity** | **Value to individual** | **Criteria** |
| 1 - 4 hrs | 0 point | Minimal benefit |
| 1 point | Refreshing existing skills and knowledge of introduced new skills and / or concepts and their use (Refresh and Update) |
| 2 points | Extremely useful for developing new skills for work activities and inspired development activity (Extremely useful) |

**Table 3:**

|  |  |  |
| --- | --- | --- |
| **Work-related activity** | **Value to individual** | **Criteria** |
| 4 + hrs | 0 point | Minimal benefit |
| 2 points | Refreshing existing skills and knowledge of introduced new skills and / or concepts and their use (Refresh and Update) |
| 3 points | Extremely useful for developing new skills for work activities and inspired development activity (Extremely useful) |

*\*This could refer to either work-related activities, professional activities, formal & educational activities and self-directed learning.*

**(2) Categories of Development 2**

PPD should be a mixture of activities relevant to current or future practice and should include activities in at least three (exceptionally two) of the following categories (no one type of activity should be used for more than 40% of all activities):

|  |  |
| --- | --- |
| **1** | **Work based** (e.g. acquiring new skills, refining existing skills, devising/delivering training programmes, writing articles/papers, reflective practice) |
| **2** | **Professional activity** (e.g. involvement in a professional body, mentoring) |
| **3** | **Formal / Educational** (e.g. attending conferences, obtaining qualifications) |
| **4** | **Self-directed learning** (e.g. reading journals, reviewing books / articles, researching topics) |
| **5** | **Other** (e.g. voluntary work, public service, non-work-related studies) |

This is to ensure you make the most of your PPD activities.

This list above is not an exhaustive list of the types of activities that can count as PPD activities.

The best type of learning activity is one which allows the individual to interact with other professionals, but it is impossible to provide guidelines for all types of activities.

Diversity is encouraged as, without it, PPD activities would be less effective.

More details and examples of these types of development activity are available on the IST website or by contacting our registrations email to request advice and support.

**Guidance notes for applicants to the RPCiT programme**

**PPD form:**

This form should demonstrate that you have undertaken Professional and Personal Development (PPD) and contain enough detail to allow the assessor to understand what you have done.

The form should demonstrate that:

* 1. You maintain a continuous, up-to-date and accurate record of your PPD activities;
  2. Your PPD activities are a mixture of learning activities relevant to current or future practice;
  3. You seek to ensure that your PPD has benefited the quality of your practice;
  4. You seek to ensure that your PPD has benefited the users of your work (employee, customer, student, etc);
  5. You can present a written profile containing evidence of your PPD

As part of the IST and Creative UK Steering Group requirements, registrants must engage in PPD, and you should keep continuous, up-to-date and accurate records as you undertake PPD.

You will need to record your activities in the accepted format defined by the IST unless having contacted the registrations officers and been given authorisation to use a different format.

**Notes:**

Once you have sent your PPD form to [registrations@istonline.org.uk](mailto:registrations@istonline.org.uk), your PPD form will be audited if it is your first form return, and if you have renewed previously you may be audited on a periodic basis. Two PPD reviewers will look at the forms independently to review whether your form meets one of the 4 points below:

1. If 4 or more of the standards are met the PPD report will pass audit, but registrants may be provided with advice as to how the return can be improved.
2. If 2 of the standards fail to be met on the PPD audit, then the registrant’s PPD return will be scheduled for a repeat audit in the following year and registrants notified of this.
3. If 3 or more of the standards fail to be met on PPD audit, then a registrant will be required to resubmit a new PPD report for that year.
4. Repeated failure to submit PPD reports and / or meet the PPD standards over 2 successive years may result in de-registration.

**An example CPD entry is given below on the next page.**

**Example of a completed PPD entry**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date undertaken** | | **Time spent undertaking: the activity** | 4+ hours | **Points awarded1**: | 3 | **Category2:** | 1,3 |
| 31/01/23, 12/04/23, 01/07/12, 25/11/23 | |
| **Title:** | Mentoring and Supervising a full-time member of staff | | | | | | |
| **Brief Description of activity:** When meeting and learning with peers (one hour sessions), I planned how we can use supervision most effectively as a team. This includes thinking about issues which affect us specifically in a team taking new referrals, working with professionals and clients from other disciplines. This also means reflecting on current themes and issues in today’s society, that can affect practitioners day-to-day work specifically. | | | | | | | |
| **Values obtained** | | | | | | | |
| **Learning outcomes:** As a team leader, I think about how we can use these sessions to reflect about leadership and mentoring and how to support and supervise the team. We have used the sessions to focus on workload and optimising efficiency, and identified ways to boost resilience. The meetings allowed for a stable team cohesion and to support team morale. I asked individuals to self-identify their development needs and allowed for time to allow them to spend this in peer reflection and discussions. Within a specific session, we focused on keeping costs low for users of our facility. We thought about the various types of servicing we need, and ways to increase revenue. We also spoke about how we individually care for ourselves, e.g. early nights or getting in a walk at lunch. We spoke about how we check in with each other to provide mutual ‘peer’ support, such as by checking in or offering informal supervision. We spoke about how we recognise symptoms and indicators in ourselves and each other for when we are getting stressed, overworked or burnt out. | | | | | | | |
| **Skills acquired**: We learnt that ‘you can’t pour from an empty teapot’ is a good expression to remind ourselves how important it is in this profession, to take care of ourselves and each other before we try to perform our daily duties to the best of our ability. During these sessions we used systemic theory, to inform best practice as well as professional judgement. | | | | | | | |
| **How it has benefited the quality of my practice**: One of the sessions reminded me of the importance of looking after myself, developing emotional intelligence, seeking support when I need it, as it can become easy to become desensitised and work on ‘autopilot’. | | | | | | | |
| **How it has benefited the users of my work**: It has also impacted positively on my team, as I have learnt to remember it is crucial as a leader to lead by example, by things like taking breaks, speaking up when feeling stressed and showing when I need support. As a leader, I have also ensured to give others the ability to take breaks despite work pressures, and to seek peer support. By ensuring the team feel able to switch off and attend supervisory meetings, this promoted a mutually supportive, open and caring learning culture. | | | | | | | |
| **Reflections**: I believe this activity benefits the users of our services and wider community, as it means these ethics of compassion, mutual care, support and valuing each other in society, is embedded in our everyday interface with clients, members of the public and other colleagues. In a fast paced, busy, challenging and timeframe driven team, slowing down our thinking and remembering to adopt a human centred approach, reaps the benefits as rapport and respect can be quickly engendered. | | | | | | | |

**1.** A minimum of **15 points** are required on a balanced portfolio of development activities for each year as described in **Allocation of CPD Points1**, Tables 1, 2 and 3.

**2.** Development should include activities in at least 3 of the 5 categories listed in **Categories of Development2**, and any one type of activity should not comprise more than 40% of total activities.