



## Learning Activities – a Guide for PPD

Registrants' PPD should be a mixture of learning activities relevant to current or future practice and should include activities in at least three (exceptionally two) of the following categories:

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 not an exhaustive list of the types of activities that can count towards PPD. 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. A diversity of activity is encouraged, as without it PPD activities would be less effective.

### Work-based Learning

This occurs naturally as an individual gains experience, autonomy and responsibility while fulfilling her/his current job role. As an individual's experience grows, so should the range and complexity of the work s/he undertakes.

This type of learning also includes in-house learning/training activities and development opportunities provided by the employer as part of staff induction and on-going staff development. The activities should support organisational performance and objectives.

#### *Work-based learning – examples:*

- Experiential learning: Pre-preparation before commencing a new role or expanding an existing role
- On the job training – includes induction programs, standard operating procedures and employee development
- Receiving coaching from others
- Work shadowing
- Peer review of own work, including presentations to colleagues
- Review of case studies and literature
- Discussions with colleagues – idea generation, problem solving, etc.
- Presentations to external clients, regulators, policy makers
- Supervising colleagues, trainees or students
- Job rotation, secondment and sabbaticals
- Involvement in the wider work of employer – beyond scope of role
- Reflective learning activities following significant projects or events
- Requesting and analysing feedback on performance from colleagues or others
- Participating in the employer's performance appraisal/review and goal-setting process.



## **Professional activity**

Professional activities that support professional development include participating in:

- the activities of the Institute of Science & Technology
- activities that develop the professional skills and knowledge of other professionals
- activities that apply scientific expertise in the wider community.

*Professional activity – examples:*

- Involvement in the activities of a professional body – officer, organiser, committee member, working group member, conference attendance
- Organiser of a scientific meeting, course or other training activities
- Proof-reading the work of others, contributing to published work, writing standard operating procedures or methodology for others to use
- Supervising/training new members of staff or students
- Membership of a technical expert group – e.g. special interest group, section or study group
- Preparation of new material for training, lecturing or teaching of staff or students
- Preparation for giving presentations or being a discussant at conferences or scientific meetings
- Networking with professionals in other organisations
- Coaching or mentoring

## **Formal / educational**

Formal/educational professional development includes the participation in activities that lead to gaining academic/professional qualifications and the attendance at structured learning activities organised by professional bodies, learned societies or training providers; and also the preparation of papers, articles or presentations for a professional audience.

*Formal / educational – examples:*

- Undertaking a program of learning or research for an academic qualification
- Attending training courses and events
- Attending conferences or scientific meetings
- Undertaking distance learning or e-learning activities
- Reading to understand the legal, regulatory framework for professional work
- Maintaining or developing specialist skills
- Writing articles or papers
- Preparing presentations for conferences or scientific meetings
- Preparing material for training courses

## **Self-directed learning**

Self-directed learning takes place when an individual takes the initiative to identify her/his learning needs, formulate learning goals, design learning experiences, identify and use human and material resources and evaluate learning outcomes.

**The Institute  
of Science  
& Technology**

Kingfisher House, 90 Rockingham Street  
Sheffield S1 4EB

T: 0114 276 3197    [office@istonline.org.uk](mailto:office@istonline.org.uk)  
F: 0114 272 6354    [istonline.org.uk](http://istonline.org.uk)



*Self-directed learning – examples:*

- Reading books, journals and articles
- Reviewing and summarising books and articles
- Upgrading knowledge through internet searches and the use of electronic information sources
- Reflective practice – assessing benefit of PPD activities to self, client or employer – identifying next steps

**Other**

These are activities which may not require scientific expertise but which help to develop transferable skills and gain experiences that are valuable in the current professional role or in future career directions. These could include involvement in strategic activities for the employer and activities carried out outside of professional life.

*Other – examples:*

- Strategic thinking, e.g. projects for employers such as organisational restructuring, strategic planning and resourcing, external/community relations, facility development
- Leadership skills, e.g. managing a children's sports team, leader of a scouting/guides activity, chairman for a club or society
- Organisation and planning skills, e.g. secretary for a club or society, school governor, Parent Teacher Association organiser, church warden, parish councillor
- Finance skills, e.g. treasurer for a club or society
- Coaching and counselling skills, e.g. sports coach, Samaritans volunteer, mentoring, tutoring