FOREWORD

It gives me great pleasure to introduce you to this important development in Social Care. I, like so many others, have been consistently advocating for continuous professional development in Social Care for some years as we have seen the significant benefits it brings to other professions. Identifying what exactly we need to learn to further enhance our professional practice and professional growth is a cornerstone for continuous professional development.

CORU, the National Regulatory Body, was established on foot of the Health & Social Care Professions Act of 2005. This body has been tasked with ensuring that all Social Care Professionals develop professional competence and participate in continuing professional development. For some, this will be met with trepidation, for others, this development in our profession will be celebrated as it provides a pathway to high quality, best practice based services delivered by confident Social Care professionals.

In 2013, a survey carried out by IASCW of social care professionals identified a need to establish clear supports for recording and evidencing CPD activity. A working group was subsequently established by IASCW which comprised of managers, educators, social care workers, and students. This CPD Policy and Portfolio is the result of almost two years of consultation and development. It provides a significant support to our profession and I would like to congratulate the members of the working group for their extensive consultation and tireless focus. I would also like to thank Aspire Residential Service, Oars Family Services, and Social Care Workers in the Child Welfare Team from Tallaght Family Resource Centre and Social Work Department in Bridge House, Cherry Orchard who participated in consultation workshops and make recommendations on further development of the portfolio.

The Social Care Registration Board is due to be established in 2015 and with it, comes statutory requirements for registrants. This SCI CPD Policy and Portfolio is specifically designed to support its members with a user friendly framework that will provide tools for enhancing professional practice and assist with meeting statutory requirements.

Carlos Kelly
President
Social Care Ireland
11th March 2015
The Social Care Ireland Continuing Professional Development Policy and Portfolio was developed on behalf of the National Executive by the Irish Association of Social Care Workers CPD Working Group. The members of this group included:

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Contents

Introduction ............................................................................................................................................. 7

Social Care Ireland Continuing Professional Development Policy

1.1 What is Continuing Professional Development (CPD)? ................................................................. 10
1.2 Why engage in CPD? ......................................................................................................................... 10
1.3 CORU Standards and Requirements for CPD ................................................................................. 11
1.4 Defining Social Care ......................................................................................................................... 11
1.5 SCI Summary of the Social Care Work Role (2014) ....................................................................... 12
1.6 Social Care Work Training ................................................................................................................ 12
1.7 Social Care Values .............................................................................................................................. 12

2. Role and Responsibilities ..................................................................................................................... 13

2.1 Social Care Ireland responsibilities in relation to CPD ................................................................. 13
2.2 CPD Officer, Social Care Work responsibilities .............................................................................. 14
2.3 Social Care Ireland Members Responsibilities .................................................................................. 14

3. CPD Process and Credits .................................................................................................................... 15

3.1 Review & Planning ............................................................................................................................. 15
3.2 Implementation .................................................................................................................................. 15
3.3 Demonstration .................................................................................................................................... 16
3.4 Record of CPD Activities .................................................................................................................. 16
3.5 CPD Categories Recommended for Social Care Workers ................................................................. 17
3.6 Examples of CPD Activities ............................................................................................................ 17

4. Audit Process and Special Considerations .......................................................................................... 18

4.1 Audit Process .................................................................................................................................... 18
4.2 Supervision ....................................................................................................................................... 19
4.3 Special Considerations ....................................................................................................................... 20
4.4 SCI CPD Endorsement ....................................................................................................................... 20

Social Care Ireland Understanding Social Care Ireland CPD Process

1. Understanding Social Care Ireland CPD Process ............................................................................... 22

1.1 Social Care Ireland CPD Process ...................................................................................................... 22
1.2 Social Care Ireland CPD Standards .................................................................................................. 23
1.3 Responsibility to Engage in CPD ...................................................................................................... 23
1.4 Managers and Employers Supporting CPD .................................................................................... 24
1.5 Supporting Workers CPD Needs ....................................................................................................... 24
1.6 Rationale for Introduction of SCI CPD Audit Process ...................................................................... 25
continuing professional development policy and portfolio for social care workers

2. continuing professional development cycle

2.1 cpd cycle chart

2.2 reflective practice

3. evidencing engagement in cpd

3.1 iascw cpd categories

3.2 recording cpd credits

4. social care ireland audit procedure

4.1 cpd working group - audit committee

4.2 iascw audit process

4.3 social care ireland cpd standards audit criteria

4.4 part time workers

4.5 appeals procedure

4.6 sci audit process diagram

5. social care ireland applications for extenuating circumstances

5.1 extended leave or non-practising

5.2 return to work

recording and evidencing continuing professional development

1. introduction: recording your cpd portfolio

1.1 how to use this section

1.2 case study example: maria

1.3 professional role and practice setting template

1.4 professional learning plan

1.5 log of cpd activities template

1.6 sci cpd cycle credit categories

1.7 list of supporting documentation (must be completed)

1.8 reflective practice record

1.9 further support templates (optional records)

cpd portfolio recording templates

1. professional role and practice setting

1.1 professional learning plan

1.2 professional learning plan

1.3 log of cpd activities

1.4 log of cpd activities

1.5 list of supporting documentation

1.6 reflective practice record
Application Criteria for Recognition and Endorsement of CPD Events / Courses for External Providers

1 Application Guidelines for Recognition and Awarding Credits for CPD Events by Social Care Ireland
1.1 Purpose of Guidelines
1.2 Procedure for Applying for Endorsement of CPD Events/Courses
1.3 Appeals Procedure
1.4 Changes to Course/Event approved by Social Care Ireland
1.5 Withdrawal of Event/Course Approval by SCI
1.6 Ensuring Quality of Event/Course
1.7 SCI Endorsement Criteria for Event/Course
1.8 SCI CPD Endorsement Application Form for External Course Organisers

Social Care Ireland Framework for CPD Credit Allocation

Social Care Ireland CPD Framework
Category 1: Supervision, Reflective Learning and Impact on Practice
Category 2: Skills and Knowledge
Category 3: Professional Identity

Frequently Asked Questions
Frequently Asked Questions

Reference List

References
Introduction

Continuing Professional Development (CPD) is how Social Care Ireland (SCI) members maintain, improve and broaden their skills, knowledge base and expertise. It is also how members enhance the qualities and competencies required for professional practice. The CPD process requires a commitment by social care workers to career long learning as a means to keeping their knowledge and skills updated to the highest possible standards to ensure they work safely, legally, and in the best interests of service users. Social Care Ireland is aware that social care workers regularly engage in CPD activities which may not have been formally recognised to date. Social Care Ireland has developed this CPD Policy and Portfolio to recognise and formalise SCI members’ CPD activities.

The Health and Social Care Professionals Act (2005; as amended 2012) established CORU, the national regulatory body for Health and Social Care Professionals. The aim of CORU is to protect the public by promoting high standards of professional conduct, professional education, training and competence amongst twelve identified professions, including Social Care Work. It is anticipated that the Social Care Work Registration Board will be established in 2015.

CPD is a core element of this process and it will be a requirement for all Social Care Workers, once registered, to demonstrate engagement in CPD activities. It is the responsibility of each individual professional to maintain and develop their professional competence and to demonstrate participation in CPD activities to the Social Care Work Registration Board.

Social Care Ireland has developed this CPD policy, in anticipation of the establishment of the Social Care Work Registration Board, to support its’ members in meeting statutory requirements, under the Health and Social Care Professionals Act (2005). Further to this, SCI recognises the importance of CPD to the individual practitioner and also to service users in ensuring safe and effective delivery of high quality services by competent professionals. SCI also believes that engaging in CPD will build recognition of Social Care as a profession in Ireland.

Social Care Ireland’s CPD policy and audit process does not negate statutory requirements as outlined by CORU. Rather adherence to SCI CPD policy will support members in preparing for Statutory Registration requirements. SCI has aimed to ensure this CPD policy and framework is user friendly, clearly outlines standards for engagement in CPD and requests that all members adhere to the CPD Policy and maintain a record of their CPD activities as outlined in the SCI CPD Portfolio.
The SCI CPD Policy aims to:

- Promote engagement in CPD activities by Social Care Workers.
- Formally recognise the CPD activities in which SCI members engage.
- Establish clear standards in relation to CPD activities and provide a framework for SCI members to maintain and develop their competencies and skills.
- Support SCI members to prepare for statutory registration to ensure they meet requirements, as established by CORU.
- Ensure that events/courses endorsed by Social Care Ireland are of a high standard and relevant to the CPD needs of Social Care Workers, to ensure protection of both workers and employers investing in education and training as part of staff development.

Social Care Ireland members must adhere to the SCI CPD policy which includes:

- Engaging in ongoing professional development through a broad range of CPD activities which are relevant to their professional role.
- Maintaining and regularly recording their CPD activities in a CPD Portfolio.
- Demonstrating evidence of CPD engagement.
- Complying with audit procedures as outlined by SCI CPD Policy.
Section One

Social Care Ireland Continuing Professional Development Policy
1.1 What is Continuing Professional Development (CPD)?

Continuing Professional Development is defined as “the systematic maintenance, improvement and broadening of knowledge and skills and the development of personal qualities necessary for the execution of professional and technical duties throughout the individuals working life.”


The Health and Social Care Council (2013) define CPD as “the means by which health and social care professionals maintain and improve their knowledge, skills and competence and develop the professional and personal qualities throughout their professional life”. (CORU, 2013)

CPD is any activity that contributes to a professional’s learning and development. It can be as diverse as completing a course, reflecting on work practices through supervision or researching a new technique or reading a related article. The activity (i.e. action) can be viewed as CPD, as long as it enables the Social Care Worker to apply this learning through reflection or practical application in their professional life.

CPD includes the activities that develop the knowledge, skills and competencies for social care practice in relation to work with individuals, families, groups, organisations and communities, and it also includes knowledge and skills required for areas such as policy development, management, research, education, and the promotion of the social care profession.

1.2 Why engage in CPD?

Social Care Ireland recognises the benefits of its members engaging in a range of CPD activities. It ensures a practitioner is up to date with new, innovative tools and enhances their professional skills and competencies. CPD helps to enhance confidence in practice as well as providing opportunities for career development. For service users, the benefits of CPD will include quality provision of a high standard of care leading to improved outcomes. The organisation or service also benefits as CPD enhances the effective delivery of services that are responsive to meet changing needs of service users. Regular CPD engagement is a mark of a professional practitioner and will increase recognition of Social Care as a profession.

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1.3 CORU Standards and Requirements for CPD

CORU have identified that “the registrant must make sure that his/her knowledge, skills and performance are of a high quality, up to date and relevant to their practice. Registrants are required to maintain and develop professional competence by participating in continuing professional development.” (p. 13)

CPD requirements identified by CORU include:

1. A registrant must engage in a range of CPD activities on an ongoing basis.

2. A registrant must complete 60 CPD credits in each 24-month cycle.

3. A registrant must demonstrate their CPD activities are relevant to their professional role and mindful of current and future practice. CPD should be based on a self-directed review of their knowledge, skills, performance and professional qualities.

4. A registrant must maintain an up to date CPD portfolio. The CPD portfolio must include:
   a. Description of current professional practice and practice setting
   b. Personal learning plan
   c. Record of CPD activities
   d. Reflections on a selected number of CPD activities
   e. Evidence of undertaking CPD activities

5. A registrant must, upon request from the relevant Registration Board, submit their CPD portfolio (which must be their own work and supported by evidence) for periodic audits of compliance with the CPD standard and requirements.

(CORU, 2013)^3

1.4 Defining Social Care

Social care is a relatively new profession, when compared to other health and social care professions, emerging in response to the social needs of families and individuals in community or residential settings. The Joint Committee on Social Care Professionals (2002)^4 define Social Care as “the professional provision of care, protection, support, welfare and advocacy for vulnerable or dependent clients, individually or in groups. This is achieved through the planning and evaluation of individualised and group programmes of care, which are based on needs, identified where possible in consultation with the clients and delivered through day-to-day shared life experiences. All interventions are based on established best practice and in-depth knowledge of lifespan development” (Joint Committee on Social Care Professionals, 2002, p.9).

The term Social Care Worker, as defined by Irish Association of Social Care Workers (IASCW)

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^4 Joint Committee on Social Care Professionals. (2002). Final Report of Joint Committee on Social Care Professionals. Dublin: HSE.
constitution, applies to those who work in either community or residential settings and hold a National Diploma/Ordinary Degree or Higher Degree in Applied Social Studies/Social Care, or equivalent, as determined by IASCW National Executive. The Irish Association of Social Care Educators (IASCE) identifies social care work as ‘the provision of professional care, providing support, protection, welfare and advocacy for vulnerable or dependent service users, individually or in groups. This is achieved through planned individualized and group programmes of care, which are based on needs that have been identified in consultation with the service user; these programmes are delivered through shared experiences and evaluated systematically. All interventions are based on established best practice and knowledge of relevant theory’.

1.5 SCI Summary of the Social Care Work Role (2014)

Social Care Workers are employed in a range of different practice environments but the core tasks of Social Care Workers include;

- Planning and delivery of high quality care;
- Sharing life space with service users;
- Supporting and advocating for individuals, groups and/or communities;
- Work as part of inter-professional and inter-disciplinary teams to best meet needs of services users.

1.6 Social Care Work Training

Social care work training has a broad social science base which draws on areas such as sociology, psychology, social policy and counselling skills. The training of Social Care Workers places strong emphasis on using theory to develop and enhance the highest standards of social care practice. Social Care students develop knowledge, skills and professional competence through the completion of practice placements under the supervision of experienced practice teachers. The training of social care workers is guided by the HETAC award standards for social care work.

1.7 Social Care Values

Social Care Workers are committed to the values of human rights, dignity, social inclusion and justice within an anti-discriminatory framework. Social Care Workers support and advocate for people in accessing health and social care services. Social Care Workers place a strong emphasis on principles of respect, building trusting professional relationships, promoting autonomy and working with people in a non-judgmental manner.
2. Role and Responsibilities

The Irish Association of Social Care Workers (IASCW) is the national professional body representing Social Care Workers in Ireland. As a professional body the role of the IASCW has been to establish and maintain standards of best practice for members. It aims to progress the rights of its members by providing professional representation at public and policy making level. IASCW membership is open to those who come within the scope of the term Social Care Worker as outlined in IASCW Constitution. Other categories of membership include associate members who have an interest in the field of Social Care, but who may not hold a relevant qualification and to students who are currently undertaking an Ordinary Degree in Applied Social Studies/ Social Care or equivalent as determined by the National Executive. In joining the IASCW each member agrees to practice according to the Association’s Code of Ethics.

Social Care Ireland is the Professional Body which comprises of three Social Care representative bodies including Irish Association of Social Care Workers (IASCW), Irish Association of Social Care Managers (IASCM) and Irish Association of Social Care Educators (IASCE). Membership of IASCW automatically provides membership to Social Care Ireland. The aim of this body is to bring those working in practice and education closer and to strengthen the voice of those working in Social Care, whether practice or education.

In 2013 it was agreed to work towards bringing together these three separate constitute bodies into one representative body. It is envisaged moving forward in 2015 that social care students, workers, managers and educators will become members of Social Care Ireland as the professional representative body for the social care sector. Each constitute body will operate as a special interest group or other affiliate group through Social Care Ireland.

2.1 Social Care Ireland responsibilities in relation to CPD

Social Care Ireland will:

- Represent and advocate on behalf of members at public and policy making level in relation to CPD.
- Establish a CPD Working Group whose role will include to;

  1) Support, monitor & advise on the work plan of the CPD Officer.
  2) Develop a clear framework to support Social Care Workers to engage in CPD.
  3) Research and develop SCI CPD Policy for final approval by SCI/IASCW National Executives.
  4) Review, evaluate and determine CPD credits for training/courses/workshops submitted for endorsement by external providers to SCI.
  5) Carry out an audit of between 5-10% of SCI members CPD Portfolios annually including review of members’ portfolios and determination of issuing SCI certificate of compliance.
  6) Identify emerging CPD needs for Social Care Workers and plan responses, as appropriate.
2.2 CPD Officer, Social Care Work responsibilities

A CPD Officer, Social Care Work has been employed for a three year period between 2013-2016 to support the development of a CPD framework for Social Care Workers. The responsibilities of CPD Officer include, but are not limited to:

- Ongoing consultation with members regarding CPD needs.
- Co-ordination of CPD events/seminars/training.
- Consultation with and advice to members regarding CPD requirements as part of Statutory Registration.
- Review members CPD portfolios as part of audit process, in consultation with SCI CPD Working Group.
- Review applications by course organisers for CPD endorsement by Social Care Ireland, in consultation with SCI CPD Working Group.

2.3 Social Care Ireland Members Responsibilities

CORU identify that it is the responsibility of each individual professional to keep their knowledge, skills and performance up to date, of a high standard and relevant to their practice.

Social Care Ireland recognises the broad range of voluntary, community, private and statutory organisations where Social Care Workers are employed and the diverse range of vulnerable individuals and groups to whom services are provided. Each individual will have different needs in relation to CPD due to their area of work, their own competencies and interests as well as their stage in their career.

Social Care Ireland members are required to:

- Engage in a range of continuing professional development activities.
- Record and be able to demonstrate evidence of CPD activities undertaken in a CPD Portfolio.
- Submit CPD portfolio for audit to SCI, if requested. The audit process will support members to prepare for CPD requirements of Statutory Registration.
- Provide further information to SCI on their CPD portfolio, if requested, in line with good clinical governance.
3. **CPD Process and Credits**

Social Care Ireland members are required to "keep their knowledge, skills and performance up to date, of a high standard and relevant to their practice" by engaging in CPD activities. There are four stages in the CPD Process including:

1. Review
2. Planning
3. Implementation
4. Demonstration

*(Health and Social Care Professionals Council, CORU, 2013)*

### 3.1 Review & Planning

Social Care Ireland members are required to carry out a review of their CPD needs. This may include, but is not limited to, reviewing a competency framework specific to members’ role, job description, case reviews, performance management reviews or service reviews. A review of CPD needs may be carried out individually or as part of supervision process with a line manager and can be updated throughout a CPD cycle.

Unplanned learning *(e.g. on the job)* can often happen. This can be equally as important as a CPD activity that was planned. This should be included in a CPD portfolio as part of learning process.

- **Members are required to develop a Professional Learning Plan or Professional Learning Plan Review at the beginning of each year as part of SCI CPD cycle.**
- **A SCI Professional Learning Plan should be used to undertake a review of CPD needs and to plan how to meet these needs. These should be recorded and included in a CPD Portfolio.**

### 3.2 Implementation

Implementation is the action phase of a CPD Plan. It may involve reading a professional journal, attending a seminar or delivering a presentation to colleagues. Through reflective practice members consider the learning from the CPD activity, how it meet the CPD need identified, its impact on practice and if there are further CPD needs identified as a result.

CPD activities are recorded as credits. CORU have identified that 1 Hour of a CPD Activity will as a general rule equate to 1 CPD Credit where there is new learning for the professional. A CPD Portfolio should include broad range of CPD activities.
SCI members, in line with CORU CPD requirements should accrue a minimum of 30 CPD credits each year in line with SCI CPD Cycle. It will be the responsibility of each member to determine the number of credits assigned to various activities. For example, a full day (7 hour) training course may be 6 credits (6 hours of new learning and 1 hour for breaks). A CPD Portfolio must include a broad range of CPD activities.

3.3 Demonstration

Members are required to demonstrate participation in a range of CPD activities. This includes regularly maintaining their CPD portfolio as well as evidencing engagement in CPD activities. How CPD activities are evidenced will depend on the type of CPD activity that is being recorded. For example, if the CPD activity is supervision this may be a supervision log which is signed by a supervisor or if it is consultation with a colleague this may be recorded as part of a reflective practice journal.

SCI members should record written reflections on a minimum of four different CPD activities in which they have engaged within the last 12 months, as part of their CPD Portfolio to demonstrate their learning. It is important to maintain the confidentiality of the service user with whom we work. Therefore members are requested to maintain service user and colleagues confidentiality and ensure that no identifying information is included in CPD Portfolio (e.g. Case Review).

- SCI members are required to demonstrate their engagement in CPD through regularly maintaining their CPD Portfolio.
- Members are required to evidence their engagement in each CPD activity.
- Members must include written reflections on a minimum of four different CPD activities in which they have engaged to demonstrate their learning within the last 12 months of the CPD cycle.

3.4 Record of CPD Activities

It is a statutory requirement for Social Care Workers to maintain clear and accurate records of CPD. Social Care Ireland requests that Social Care Workers record their CPD activity in SCI CPD log. Alternatively members may include copies of organisational templates rather than complete two separate Professional Learning Plans, CPD Logs etc.

Social Care Ireland CPD Portfolio provides appropriate templates for members, so that they may record their CPD activities. Social Care Workers can access an electronic copy of CPD templates via Social Care Ireland’s website. These can be printed and the relevant line manager or supervisor can validate CPD activities undertaken within a members work environment which was relevant to a member’s professional role.
3.5 **CPD Categories Recommended for Social Care Workers**

SCI members are required to engage in a range of CPD activities. To demonstrate this range of activities SCI members are required to locate the activity in the following CPD categories recognised by Social Care Ireland.

1. Supervision and Reflective Practice (minimum of 10 Credits)
2. Skills and Knowledge Development (minimum of 10 Credits)
3. Professional Identity

There is no limit to the total number of CPD credits that Social Care Workers may record. However, credits in excess of those in any given CPD cycle will not carry over to the next cycle.

*Members are required to locate the CPD activity they engage in within an appropriate category listed above. It is important to note that any activity that is consistent with the categories rationale should be recorded, not just those activities similar to examples provided in the SCI CPD policy. SCI members are required to demonstrate a minimum of 30 CPD credits in a 12 month period. They must demonstrate a minimum of 10 CPD credits each in category 1 & 2 (i.e. 10 CPD credits under Supervision and Reflective Practice). The remaining 10 credits may be achieved through category 1, 2 or 3.*

CPD activities must be of benefit to service users or to the quality of current and future social care practice.

3.6 **Examples of CPD Activities**

Activities within these categories could include *(but are not limited too)*;

1. Supervision, reflective learning and impact on practice
   - Supervision
   - Reviewing professional and ethical standards
   - Maintaining a CPD Portfolio on a regular basis
   - Reflection on critical incidences or complex cases
   - Practice group discussions and case studies
   - Developing a CPD Plan
   - Maintaining a reflective practice journal
   - Reflection of changes in practice and understanding practice value
2. Skills and knowledge development

• Undertaking accredited courses
• Undertaking e-learning courses
• Reading Current Research
• Attending Conferences/Seminars
• Attending in-service or external education/training
• Reading professional publications (e.g. Irish Journal of Applied Social Studies or Social Care: Learning from Practice)

3. Professional Identity Development

• Active engagement in research in professional field
• Supervising Student Placements or acting as a Student Tutor
• Provision of supervision, mentoring or support to Social Care Workers
• Active involvement in working groups or committees associated with professional practice or the development of the profession (e.g. IASCW/SCI committee member)
• Reviewing journal articles for publication
• Attending a professionally relevant network or practice group
• Presenting at conferences, seminars or similar
• Writing or publishing a journal or article

4. Audit Process and Special Considerations

4.1 Audit Process

Social Care Ireland will undertake an audit of between 5-10% of members CPD Portfolios annually as part of good clinical practice standards. The focus of the audit will be to support members to engage in and record continuing professional development relevant to their needs, as identified through their personal learning plan. Members will be selected randomly and requested to submit a copy of their completed CPD portfolio to SCI CPD Officer. Members will have 30 days to submit their CPD Portfolio for Certification. SCI members’ portfolios will be anonymised by SCI CPD Officer, prior to review by CPD working group members.

Following a review of a CPD Portfolio by the SCI CPD Working Group, to ensure the required standards are met, the member will receive a CPD certificate from SCI that may be included in their CPD Portfolio. Further information may be sought from a member, if required, to ensure standards are met and/or further time may be allowed to meet required standards. If standards are not met after this process an SCI CPD certificate will not be awarded. Awarding of a CPD Certificate from SCI does not guarantee that if a SCI member is requested to submit CPD Portfolio to Social Care
Workers Registration Board that this will be approved. However, if there are potential issues or concerns regarding recording of a CPD portfolio, these may be highlighted and addressed before an audit by Social Care Workers Registration Board.

4.2 Supervision

Effective supervision that encourages reflective practice is core to how Social Care Workers learn and is a key area of continuing professional development. Social Care Ireland recognises that an understanding of the purpose and function of Social Care Workers role, and the ethos that underpins our professional practices is vital to effective supervision. Effective supervision requires that the supervisor is able to provide among many things, task assistance and support linking theory to practice.

This requires that they have an understanding of Social Care Work or practice experience within a Social Care Setting. However, SCI recognises that supervision from a senior social care worker may not always be available to members, for example where direct line manager has a different qualification and/or experience. Social Care Ireland is firmly committed to the need for social care workers to receive regular, effective supervision with clear career pathways that provide members with the opportunity to receive supervision from a suitably qualified senior social care worker. However, SCI also acknowledges that not all social care workers currently have reporting structures which facilitate this. Although having a supervisor from the same profession is important for job performance (Kavanagh, 2003), Bogo argued that where supervision is provided within an inter-professional context, safety and trust are more important in the supervision relationship than being from the same profession (Bogo, 2011).

For the purposes of CPD only, Social Care Ireland, having taken careful consideration of the complexities for its members in relation to supervision, will recognise the following as a CPD activity for which members can assign 1 credit for each hour of learning achieved through supervision.

The supervisor must have attended, at minimum, basic training in the provision of supervision which is assessed in a recognised model of supervision. The supervisor should have access to regular supervision themselves and receive regular refresher training in provision of supervision.

- **Professional supervision is recognised when provided by a supervisor, who is a qualified Social Care Worker, who is eligible for full membership of SCI and has at least three years practice experience, preferably in a relevant field of practice or have had supervisory experience in another field.**

- **Alternatively, professional supervision provided by a line manager to a Social Care Worker will be recognised by SCI if the supervisor holds an equivalent qualification such as Social Work, Community and Youth Work, Counselling, or Psychology and has four years’ experience in a relevant field of practice or had supervisory experience in another field.**
• **Or Professional Supervision provided by a line manager to a Social Care Worker will be recognised by SCI if the supervisor has engaged in training for provision of supervision and has at least four years practice experience in a relevant field or have supervisory experience in another field.**

4.3 **Special Considerations**

CORU require that all registrants achieve 60 CPD credits over a 24-month period. For the purpose of Social Care Ireland’s audit process, **members are required to achieve a minimum of 30 credits over a one year period**. If members are unable to meet SCI requirements for any reason they are requested to submit a Special Consideration Form, if audited by SCI.

This will only apply to SCI CPD requirements and **has no bearing on CORU Audit Processes**. Social Care Ireland recognises that this may be challenging to some members who may be on reduced working hours, unemployed or who are on extended leave to achieve required CPD credits.

**Social Care Ireland members should make all reasonable attempts to achieve the required 30 CPD credits over a 12-month period.**

4.4 **SCI CPD Endorsement**

Social Care Ireland accepts applications for endorsement of professional development activities and training providers. Applications for SCI CPD endorsement must provide detail of the learning objectives, content, evaluation requirement and presenter qualifications. Activities and providers awarded endorsement may be advertised to SCI members and are recommended as being suitable and relevant in contributing to the professional development of SCI members. SCI CPD Endorsement applications are included in appendices. SCI CPD Endorsement enquiries should be directed to **cpd@iascw.ie**.
Section Two

Social Care Ireland Understanding
Social Care Ireland CPD Process
1. Understanding Social Care Ireland CPD Process

Social Care Ireland is committed to the highest quality of practice for social care workers and believes that continuing professional development is an essential requirement for practicing social care workers to ensure evidence based practices and enhanced quality of care for vulnerable people with whom Social Care Workers engage.

This guidance document was developed by the Irish Association of Social Care Workers CPD Working Group and approved by the National Executive of the Irish Association of Social Care Workers and Social Care Ireland National Executive for a consultation process with Social Care Workers which took place in late 2014 and into early 2015.

This guidance document should be read in conjunction with Social Care Ireland’s CPD Policy. The aim of this document is to provide clear guidance to members on SCI requirements for:

1. Engaging in ongoing continuing professional development.
2. Maintaining a record of their CPD engagement.
3. Evidencing CPD activities.
4. SCI CPD Audit Processes.

1.1 Social Care Ireland CPD Process

Social Care Ireland launched its Continuing Professional Development Policy for SCI members in 2015. This policy articulates and asserts the commitment of SCI to continuing professional development standards for social care workers. The launch of the SCI CPD Policy (2015) outlines the requirements for SCI members to engage in continuing professional development, identifies clear standards which members must meet and introduces an audit process of members CPD engagement, in compliance with national and international best practice standards. In 2016, Social Care Ireland will introduce a one year CPD cycle, whereby members are required to attain a minimum of 30 CPD credits.

Members will be required to maintain a CPD Portfolio which evidences their engagement in CPD. A random selection of 5% to 10% of SCI members will be audited to ensure compliance with Social Care Ireland CPD Standards each year.

This audit process is being introduced to support SCI member’s preparation for meeting Social Care Work Registration Board requirements for CPD. **SCI members who meet the standards as outlined in this document will receive a certificate of compliance.** While this does not guarantee that a member’s CPD portfolio will meet CPD standards as defined by the Social Care Work Registration Board, it will act as a support for members to identify if there are issues or concerns arising regarding their engagement in or recording of CPD prior to an audit by the registration board. SCI members who submit a CPD portfolio for audit will receive written guidance if their portfolio is deemed not to meet the standards as set out by SCI advising the member what standard has not been met and how to address this.
All Social Care Workers who hold full membership of the Social Care Ireland are required to adhere to the standards for continuing professional development as outlined in this document. When engaging in CPD activities, members should use this guidance document to ensure that accurate and timely records are kept of their CPD. Social Care Ireland members can access the SCI Policy and Portfolio through www.socialcareireland.ie. Social Care Ireland members are required to use this toolkit and/or a copy of their organisational templates to record and evidence their engagement in CPD. Any CPD activity members engage in should reflect the SCI CPD standards.

### 1.2 Social Care Ireland CPD Standards

| Standard 1 | SCI members must maintain a continuous, accurate and current record of their CPD activities using the SCI CPD portfolio and/or other CPD recording templates. |
| Standard 2 | Members must evidence how learning activities have met their priority learning needs and be able to demonstrate how engagement in CPD has enhanced or improved their standard of work. |
| Standard 3 | Members must demonstrate application of learning in their work practice and be able to reflect on how this learning has enhanced service delivery for service users. |
| Standard 4 | Members must engage in and reflect on, a range of CPD activities relevant to current and evolving scopes of practice. These CPD activities must be across at minimum two CPD categories identified by the SCI CPD Policy. |
| Standard 5 | CPD activities must be relevant to a members current or evolving professional role. |
| Standard 6 | Members must submit written evidence of CPD engagement upon request to SCI. |

### 1.3 Responsibility to Engage in CPD

The onus of responsibility to engage in Continuing Professional Development lies with the individual social care worker. While SCI strongly encourages employers to support Social Care Workers engagement in CPD, CORU have clearly stated that the responsibility lies with the individual professional to engage in CPD.
1.4 Managers and Employers Supporting CPD

Social Care Ireland believes that meaningful engagement in CPD and effective integration of learning into practice requires a partnership approach between employers, managers and staff. The benefits to an organisation which values and supports staff to engage in CPD activities include;

- Ensuring a high quality service based on best practice
- Supports the development of an accountable, flexible & skilled workforce
- Improves Staff motivation and morale
- Quality Assurance through prevention of errors and a focus on delivering solutions

Social Care Ireland encourages its members to discuss this policy and guidance document with their manager/employer. If a members organisation has a framework in place to plan and record CPD activities (e.g. Templates for Professional Development Plans), a member may use these templates and include a copy of these in their SCI CPD Portfolio, with the permission of an employer, rather than complete separate records.

1.5 Supporting Workers CPD Needs

A manager/employer can support staff to engage in CPD, in many ways including to encourage staff to;

- Review their learning needs, with consideration for organisational/service needs;
- Support staff to develop a Professional Development Plan (i.e. using organisational or SCI templates);
- Agree which priorities can be supported through the organisation or may be undertaken by the individual staff;
- Agree how CPD activities will be recorded and evidenced (e.g. manager’s signature on log of Supervision meetings);
- Create opportunities where staff can reflect on how they have integrated learning from a CPD activity into their practice (e.g. team meetings, supervision or critical incident reviews);
- Be creative in seeking opportunities to share learning in day to day work environments;
- Encourage a culture which values and supports Continuing Professional Development.
1.6 *Rationale for Introduction of SCI CPD Audit Process*

Social Care Ireland has developed this CPD Policy and Portfolio in anticipation of the statutory registration of Social Care Workers under the Health & Social Care Professions Act (2005). Under this Act, CORU the National Regulatory Body will require that “the registrant must make sure that his/her knowledge, skills and performance are of a high quality, up to date and relevant to their practice. Registrants are required to maintain and develop professional competence by participating in continuing professional development.” (p. 13). Failure to comply with these standards may result in a registrant being subject to a fitness to practice hearing.

Once registered, Social Care Workers will be required by law to engage in continuing professional development, maintain a record of this engagement and be able to evidence this if audited by the Social Care Work Registration Board. Social Care Ireland has taken the step to introduce CPD standards, in line with statutory requirements, for its members. Further to this, SCI has introduced a CPD audit process to ensure a structured approach which supports its members to engage in CPD in a meaningful way, while ensuring that members are able to record and evidence this engagement for registration purposes.

2. *Continuing Professional Development Cycle*

A Continuing Professional Development cycle is the process by which professionals review their learning needs, plan to meet these needs, implement this plan and demonstrate the impact of this learning on their professional practice. While CORU require that registrants achieve 60 CPD credits over a two year CPD cycle, Social Care Ireland have introduced a 1 year CPD Cycle in which members are required to achieve 30 CPD credits.

Social Care Ireland requires that members engage in review of their learning needs every year and plan how they will meet these needs throughout the CPD cycle. SCI members are provided with the required CPD tools and templates in their CPD Portfolio to record their engagement in CPD at each stage of their CPD cycle. Members may provide a copy of their organisational CPD templates, where available, rather than complete separate templates for their employer and SCI.
2.1 CPD Cycle Chart

Review your CPD Needs

SCI members are required to carry out a review of their CPD needs every year. This may include, but is not limited to, reviewing a competency framework specific to member’s role, job description, case reviews, performance management reviews or service reviews. A review of CPD needs may be carried out individually or as part of supervision process with a line manager and can be updated throughout a CPD cycle. Through this review a member should identify their key learning priorities which they feel will enhance their practice, service delivery and/or develop new skills/knowledge required for their current or future role.

Plan to meet your identified learning needs

This is the planning stage where a member identifies learning activities that will address the learning needs and learning outcomes identified during a review of needs. The planning stage can be carried out on one’s own or in consultation with an employer, manager, supervisor or colleagues and should result in the development of a Professional Learning Plan (also referred to as a Personal Learning Plan).

Learning for the purpose of CPD is interpreted in the broadest sense.

Learning can take place in various ways and it will be the responsibility of a member to identify the most appropriate learning activity to best meet their learning need. SCI CPD Policy requires that members engage in a broad range of CPD activities. Unplanned learning (e.g. on the job) can also happen and be equally as important as a CPD activity that was planned. This should be included in a CPD portfolio as part of learning process.

- Members are required to develop a Professional Learning Plan each year.\(^5\)
- Members should identify their priority learning needs, what CPD activities they will undertake to meet these needs and the timeline by which they aim to achieve this learning outcome.

\(^5\) Please note that a Professional Development Plan refers to a method of identifying, prioritising and recording your learning needs related to your professional role and purpose. It is also often referred to as a Personal Learning Plan or Personal Development Plan.
SCI Professional Learning Plan templates may be used to guide members to undertake a review of CPD needs and to plan how to meet these needs. Learning priorities should be recorded and included in members CPD Portfolio.

A CPD Planning Tool has been included in SCI CPD Portfolio to support members to identify their key learning priorities. This is an optional template however, SCI encourages members to use the CPD Planning Tool to support self-reflection to identify their learning priorities.

Alternatively, members may choose to include a copy of completed templates which are used by their employer, rather than completing two separate Professional Learning Plans.

Implement your plan

This stage is where members implement the actions identified in their personal learning plan. It is important that CPD activities are linked to members learning need. For example, if a member has identified a need to develop their knowledge of autism in order to support a young person’s educational needs, reading an article explaining the autism spectrum alone may not meet their full learning need as it will not equip them to address supporting that young person’s educational needs. Often a combination of CPD activities may be required to address a learning need.

Demonstrate your CPD Engagement

Members are required to demonstrate participation in a range of CPD activities. This is evidenced by maintaining their CPD Portfolio. SCI has provided its members with access to SCI CPD Portfolio which includes templates for recording and demonstrating CPD engagement. These templates are available to download from www.socialcareireland.ie.

Being able to demonstrate CPD includes regularly maintaining a CPD portfolio as well as evidencing engagement in CPD activities. How CPD activities are evidenced will depend on the type of CPD activity that is being recorded. For example, if the CPD activity is supervision this may be a supervision log that is signed by a supervisor or if it is consultation with a colleague this may be recorded as part of a reflective practice learning journal entry.

2.2 Reflective Practice

Reflective Practice is a term that is often used, particularly in relation to CPD. Often times we are told that we should reflect on our practice in order to learn. But what does it really mean? There are various definitions of reflective practice but simply it is the process by which you stop & think about your practice, consciously analyse your decision making and draw on theory and relate it to what you do in practice (Chartered Society of Physiotherapy, 2013).

In relation to Continuing Professional Development, reflective practice is intrinsic throughout each stage of a CPD cycle.

When developing a learning plan, a member must reflect on their current professional role, current work practices and skills as well as future organisational needs to identify what their priority learning needs are.
• Members engage in reflection when planning how to best meet their learning needs.

• Members reflect on what that learning has been and how it applies to their work practice.

Through reflective practice members consider the learning from the CPD activity, how did it meet the CPD need identified, has there been an impact on practice and are there any further CPD needs identified as a result.

The reflective practice process can be guided by asking yourself, some simple questions such as;

a. What happened?

b. What did I do? How did I feel?

c. What worked well? What could have been better?

d. What would I do differently, if anything?

e. What have I learnt? Is there anything I need to do next? (e.g. action plan)

SCI, in line with statutory requirements, requires that members demonstrate reflective practice by completing reflective practice worksheets for a minimum of 4 different types of learning activities in which they engaged.

An example of this may include reflection on learning through engaging in different types of CPD activities such as;

a. A case review meeting

b. Supervision

c. Developing and delivering a presentation to colleagues, at workshops or conferences

d. Engaging in a committee or sub-group of Social Care Ireland

Social Care Ireland has included Reflective Practice Workshops within this CPD Portfolio to guide and support members to reflect on the value of their learning to their professional development.
3. **Evidencing Engagement in CPD**

A CPD Portfolio is a presentation of evidence which demonstrates how professionals have met CPD standards and requirements. SCI members must maintain a CPD portfolio on an on-going basis.

A CPD Portfolio should include:

a. Professional practice and practice setting
b. Professional learning plan
c. CPD Log - Record of CPD activities
d. Reflections on a minimum of 4 CPD activities
e. Evidence of CPD activities.

Only SCI members selected for audit by SCI will be required to submit their portfolio for assessment after the completion of the SCI CPD cycle. If audited by CORU you will be asked to submit this CPD portfolio as evidence of engagement in CPD in line with statutory requirements.

A CPD Portfolio should include a broad range of CPD activities.

- SCI members should accrue a minimum of 30 CPD credits each year.
- A CPD Portfolio must include a broad range of CPD activities.
- SCI requires that you can demonstrate engagement in different types of learning activities.
- SCI members must locate their CPD activities across a minimum of two CPD categories recommended by SCI, over a one year period.
- SCI members should record written reflections on a minimum of four different CPD activities in which they have engaged, as part of their CPD Portfolio to demonstrate their learning throughout a year.
- Members must also include evidence of engaging in each CPD activity. The type of evidence will depend on the type of activity in which you engage. For example, you may include a supervision log with dates and times of supervision signed by your line manager, a certificate of attendance at a course, the title and details of reading undertaken etc.
- Each piece of evidence must be clearly numbered and must be listed on “List of Supporting Evidence” and the supporting evidence number clearly written on your CPD Log.
- It is important to maintain the confidentiality of the service user and colleagues with whom we work. Therefore you are requested to maintain service user and colleague’s confidentiality and ensure that no identifying information is included in CPD Portfolio (e.g. Case Review).
3.1 IASCW CPD Categories

SCI members are required to engage in a range of CPD activities. To demonstrate this range of activities SCI members are required to locate the activity in the following CPD categories recognised by SCI (See SCI CPD Policy for details of categories). See Section 6 of SCI CPD Portfolio for further guidance on assigning credits in each category recommended.

1. Supervision and Reflective Practice (minimum of 10 Credits)
2. Skills and Knowledge Development (minimum of 10 Credits)
3. Professional Identity Development

There is no limit to the total number of CPD credits that Social Care Workers may record. However, credits in excess of those in any year will not carry over to the next CPD cycle.

- Members are required to locate the CPD activity they engage in within an appropriate category listed above (see Section 6 for further guidance). It is important to note that any activity that is consistent with the categories rationale should be recorded, not just those activities similar to examples provided in SCI CPD policy.

- SCI members are required to demonstrate a minimum of 10 CPD credits each in category 1 & 2 (i.e. 10 CPD credits under Supervision and Reflective Practice). The remaining 10 credits may be achieved through category 1, 2 or 3.

3.2 Recording CPD Credits

CPD activities are recorded as credits. CORU have identified that 1 Hour of a CPD activity will as a general rule equate to 1 CPD Credit. Please refer to Section 6 for details of maximum credits which SCI will allow to be assigned per CPD activity. This framework document is not exhaustive but provides guidance to members when assigning CPD credits to learning activities. While this is a general guideline for assigning credits, it is important for you to consider, not the time required for the activity, but rather the value of the learning and its impact on your work practice.

- For example, attending a refresher course on TCI may not provide you with new knowledge or skills, but rather refresh your knowledge. Therefore you may choose not to give yourself the full 6 credits for full day training, but choose to assign 3 credits. For further guidance on assigning CPD credits see section 6.

Remember, that during an audit this will be a factor in assessing your portfolio and it is important that you assess the value of learning as opposed to the time spent engaging in a CPD activity.

- It will be the responsibility of each member to determine the number of credits assigned to various activities based on the value of the learning and its impact on work practice.
4. Social Care Ireland Audit Procedure

All SCI members who hold full membership of Social Care Ireland may be at some time subject to an audit of their engagement in CPD activity. Members are required to maintain original documentation of CPD activity for the previous two years of working. This is in line with CORU CPD cycle requirements.

Any information submitted to SCI will be used only for the purposes for which it was requested. It will be held confidentially and destroyed once the review is complete. This is in line with Data Protection Acts 1998 and 2003.

A sample of SCI members shall be selected, at random, every year. SCI will aim to audit 5% to 10% of members annually. This will provide a 95% confidence level regarding engagement in, and documentation of, CPD activities of SCI members.

4.1 CPD Working Group - Audit Committee

Social Care Ireland audit committee will consist of at least two members of the IASCW National Executive (or Workers SIG on formation of SCI), three members of the SCI CPD working group and the CPD Officer for Social Care Work. This is subject to review.

4.2 IASCW Audit Process

a. If you are selected for audit, you will receive a letter with details of audit documentation requirements, which you must complete and return.

b. You will be given 30 days in which to complete and return the audit documentation and all evidence. Please note: if you are sending supporting information to SCI as part of your audit, please do not send originals.

c. This information may be forwarded electronically to cpd@iascw.ie or by post to CPD Officer Social Care, CSER Office 206, The Clock Tower, Dublin Institute of Technology, Grangegorman, Dublin 7.

d. Once documentation has been received by the CPD Officer, this documentation will be anonymised prior to circulation to CPD Audit Committee for review. The audit committee will determine whether the documentation submitted meets CPD Standards as outlined in this guidance document and SCI CPD Policy.

e. CPD Officer, Social Care will email members to acknowledge receipt of members’ CPD portfolio.

f. The Audit Committee will make the final decision on compliance with CPD standards. This decision will be communicated within 30 working days to you in writing by CPD Officer, Social Care Work.

g. If the documentation submitted fulfils the audit requirements, you will receive notification you have passed the audit and a certificate of compliance from SCI.
h. If your documentation does not fulfil the audit requirements, SCI will contact you and may request further information regarding your CPD activity. This information should be submitted within 30 days.

i. If you then fail to satisfy the audit requirements, you will be given six months to comply. If you do not comply within this time-frame, no further action will be taken. Note: This will be reviewed in 2017 and more stringent action may be enacted in the future if a member fails to comply with SCI CPD Standards (e.g. membership of SCI may be reviewed).

j. If you fail to submit any documentation, or fail to make contact regarding the audit, SCI will have the right to send a reminder letter or email after 30 days to request submission of documentation. As above, if a member fails to submit any documentation no further action will currently be taken. However, this will be reviewed in 2017.

### 4.3 Social Care Ireland CPD Standards Audit Criteria

<table>
<thead>
<tr>
<th>Standard</th>
<th>Standard Achieved</th>
<th>Standard Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>SCI members must maintain a continuous, accurate and current record of their CPD activities using the SCI CPD portfolio and other CPD tools.</td>
<td>The member has provided evidence of their CPD record which demonstrates continuing engagement in CPD activities throughout the SCI CPD Cycle.</td>
</tr>
<tr>
<td>Standard 2</td>
<td>Members must evidence how learning activities have met their priority learning needs and be able to demonstrate how engagement in CPD has enhanced or improved their standard of work.</td>
<td>The member should provide a completed professional learning plan and demonstrate how CPD activities in which they have engaged in meet the learning priorities which they identified which enhance their knowledge or skills.</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Members must demonstrate application of learning in their work practice and be able to reflect on how this learning has enhanced service delivery for service users.</td>
<td>The member should provide written reflection on a minimum of four different types of CPD activities which reflects on how their learning has enhanced their practice and/or professional values/beliefs.</td>
</tr>
</tbody>
</table>
### Standard 4

| Members must engage in and reflect on, a range of CPD activities relevant to current and evolving scopes of practice. These CPD activities must be across the three categories identified by SCI CPD Policy. |
| The member has engaged in a range of CPD activities and achieved required credits within recommended CPD categories as outlined by SCI CPD Policy. |
| The member does not demonstrate a broad range of CPD activities. The member does not locate CPD credits in recommended CPD categories within SCI CPD Policy. The member does not achieve a minimum of 10 CPD credits each in category 1 and 2 as outlined by SCI CPD Policy. |

### Standard 5

| CPD activities must be relevant to a member’s current or evolving professional role. |
| The member provides a written description of their current professional role and demonstrates that CPD activities are relevant to current or future professional role. |
| The member does not demonstrate that CPD activities are relevant to their current or future professional role. |

### Standard 6

| Members must submit written evidence of CPD engagement upon request by SCI. |
| The member submits their CPD Portfolio within 30 days of receiving letter informing them of audit by SCI CPD Working Group. |
| The member fails to submit CPD portfolio on receipt of letter from SCI CPD Working Group informing them of selection for audit. Or, the member fails to submit an application for extenuating circumstances to SCI CPD Working Group. |

### 4.4 Part Time Workers

In line with CORU’s Framework for Registration Boards Continuing Professional Development Standard and Requirements (CORU, 2013), part time workers must abide by the same CPD requirements as full time workers. The purpose of SCI members engaging in CPD is to continually update their professional knowledge, skills and attitudes for practice. Lifelong learning also embraces the idea that each professional is responsible for their own learning. Thus, professional knowledge, skills and attitudes cannot be broken down into measurable units according to the amount of hours or days you work in a week.

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4.5 Appeals Procedure

Social Care Ireland Appeals Committee will consist of a member of the IASCW National Executive (or Workers SIG of SCI), the Chair of the CPD Audit Committee and a member of the SCI CPD Working Group. If you are not deemed compliant with SCI CPD Standards, you can make a written appeal to cpd@iascw.ie. This appeal must be received within two weeks of receiving written confirmation from the SCI Audit Committee that you have been found to be non-compliant with SCI CPD Standards.

The Appeals Committee will review your CPD Portfolio and any written evidence submitted by the appellant as part of the appeals process. A decision will be issued in writing by the Appeals Committee within 30 working days of a written appeal being received by SCI. The decision of the Appeals Committee is final.

4.6 SCI Audit Process Diagram
5. **Social Care Ireland Applications for Extenuating Circumstances**

In the instance that there are extenuating circumstances affecting your ability to comply with the audit process, you should submit these in writing to the CPD Officer within two weeks of receiving the original letter of audit documentation requirements. The audit committee will review these on a case-by-case basis, and a deferral may be granted, based on the circumstances.

5.1 **Extended Leave or non-practising**

If you are called for audit and are currently on extended leave or are currently not practising (e.g. unemployed) please advise CPD Officer by written letter within two weeks of request for submission of documentation as part of CPD audit. You may request that an audit of your CPD activities be delayed. On return to practice you should contact SCI to check current CPD requirements. You will be required to commence engagement in CPD activities on return to practice and will be subject to SCI audit process.

*Please note that the Social Care Work Registration Board does not apply the same criteria in relation to extended leave. Once registered, you will be required to comply with CORU CPD Standards whether on extended leave or currently non-practising (Please see www.coru.ie for details of voluntary removal from registration). Social Care Ireland members are strongly advised to make contact with CPD Officer, Social Care Work in these circumstances and seek advice as to how to maintain CPD standards for registration purposes.*

5.2 **Return to Work**

When members return to work they should contact Social Care Ireland to ensure they are up to date with the current requirements for CPD within the association. Reviewing the SCI CPD portfolio and in particular the CPD guidance documentation is highly recommended.
Section Three

Recording and Evidencing Continuing Professional Development
1. **Introduction: Recording Your CPD Portfolio**

The following section will provide a step by step guide on how to record and evidence your CPD engagement. Social Care Ireland has provided CPD recording templates in this Portfolio to support you to record and evidence your Continuing Professional Development activities.

CPD Recording Templates which state “Must be completed” are in line with information required by CORU, the National Regulatory Body as part of CPD requirements of statutory registration. This information must be submitted if your CPD Portfolio is selected for audit by the registration board and if requested by Social Care Ireland as part of the professional body CPD audit process.

The compulsory CPD recording templates which must be completed and submitted, if you are selected for audit by SCI are;

1. Professional Role and Practice Setting
2. Professional Learning Plan
3. Log of CPD Activities
4. List of Supporting Documentation
5. Reflective Practice Worksheets
6. SCI CPD Cycle Credit Categories

If audited by Social Care Ireland, the only instance where you may choose not to include the SCI CPD recording templates is where you provide copies of your organisational CPD recording templates with permission of your line manager and employing organisation which are in line with the above requirement. If you already complete these within your current role, a copy of these is sufficient rather than recording the same information multiple times.

Social Care Ireland has also included optional templates to support you to record and evidence your learning activities. These include;

1. **CPD Planning Tool** which aims to support self-reflection to identify key learning priorities which will be included on your Professional Development Plan.

2. **Supervision Record for CPD** which will support you to evidence your learning through supervision and your allocation of CPD credits to this learning.

3. **Reading Review Form** aims to support you to record your learning through research and reading and reflect on how this learning is applied to your practice.
1.1 How to use this section

This section provides a step by step guide on;

a. The purpose and function of each template
b. Information which should be included on templates
c. A Case Study example which provides;
   • An example of non-compliant CPD Templates
   • An example of Compliant CPD Templates

This section should be reviewed prior to completing your CPD Portfolio Templates and can be used as a guide on how to evidence and record your CPD activities in your CPD portfolio in line with SCI standards.

1.2 Case Study Example: Maria

The following case study is used throughout this guidance document to provide examples of how to record and evidence CPD using the CPD Recording Templates provided in your CPD Portfolio.

Maria's CPD Portfolio

Maria works as a community social care worker. She engages with children and families in the community who experience a range of challenges including issues around attachment, social disadvantage, drug/alcohol problems, crime, mental health issues and poor family functioning. She has recently been asked to facilitate programmes with parents to enhance parenting skills. She also engages with young people who she is concerned are engaged in ‘at risk’ behaviours in particular while under the influence of alcohol/drugs.

What do you think are the key points which Maria should include in her CPD Portfolio?

1.3 Professional Role and Practice Setting Template

A professional role and practice template is a description of your current work setting, the profile of service users with whom you engage and your specialist areas of work7. This template must be completed. The information you provide on your professional role and practice setting template establishes;

• The Context in which your Professional Learning Plan (PLP) is developed,
• The reason for identifying your key learning priorities and,
• The relevance of your learning activities to your professional role.

7 Please note that the term “Service User” refers to any individual or groups to whom you provide services (e.g. young people, adults, families or provision of training to students or practitioners).
While completing this document, remember that the information sought is relevant to explaining your CPD, not your service users specific needs or your organisations. Therefore, while the template asks you to provide an overview of service user’s needs, this is to ensure your learning activities are relevant to your work environment. All information provided must ensure the confidentiality of services users, colleagues and relevant others.

**Common Mistakes on a Professional Role and Practice Setting Record**

| ✘ | Assuming that the reviewer will understand your professional role and practice setting. |
| ├─|---------------------------------------------------------------|
| ✔ | Remember that during an audit of your portfolio, a reviewer may not be familiar with your practice setting. Provide as much information as possible to ensure that your practice setting, service user needs and your professional practice are clearly understood. |

The following templates provide an example of a compliant and a non-compliant Role and Professional Practice Setting Description.
## Example Compliant - Professional Role and Practice Setting

<table>
<thead>
<tr>
<th>SCI/IASCW Membership Number: Maria Bloggs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of SCI/IASCW Member: 2506</td>
</tr>
<tr>
<td>Registration Board: Social Care Work:</td>
</tr>
<tr>
<td>Registration Number: 123456</td>
</tr>
</tbody>
</table>

### Describe your current professional role and practice setting, your main responsibilities, any specialist areas of work and your service users

1. **What Social Care Setting do you work in? (e.g. disability, community, residential)**
   
   Example: Community Social Care Worker

2. **General Profile of Service Users and key needs (Please ensure confidentiality of Service Users).**

   This should include the general profile of service users (e.g. age/gender) and any key service user needs such as emotional and relationship, community engagement, educational or physical/medical).

   Service users are children, young people and families in the community who may be experiencing a broad range of issues which is impacting on their welfare. This can include children and families affected by mental health issues, drug/alcohol problems, social isolation, poor family functioning or parenting skills and/or neglect. Young people and families present with a range of needs such as emotional dysregulation, poor or no attachment, difficulties with maintaining family relationships, parenting skills, social isolation due to low educational attainment, accessibility of services, employment and/or physical or medical needs.

3. **List your main work responsibilities**

   (Only include key responsibilities which best describe your general work/role)

   1. To carry out a needs assessment to design and implement a suitable intervention programmes which will address these needs (e.g. parenting programme)
   2. Advocate on behalf of child and families, attend meeting as requirement, contribute to case conferences, court proceedings, and review meetings.
   3. To support children exiting the care system or leaving care and reunification with family where suitable.
   4. To facilitate group programmes where needs are identified using evidence based approaches.
   5. To effectively implement agency policies and procedures, maintain accurate records and contribute to inter-professional or inter-agency working as required to promote welfare of children and families.
### 4. Identify any specialist areas of work

(For example, delivering parenting programme, undertake assessments, key worker etc.)

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<tbody>
<tr>
<td>1.</td>
<td>To deliver one to one or group parenting programmes using an evidence based or accredited programme (e.g. Parents Plus).</td>
</tr>
<tr>
<td>2.</td>
<td>To utilise life story book work with children and young people to identify issues and build relationship of children within their family context.</td>
</tr>
<tr>
<td>3.</td>
<td>To undertake parenting assessments to determine needs, support families to build secure attachments, and/or if issues present in attachment formation deliver effective interventions which address forming secure attachments</td>
</tr>
<tr>
<td>4.</td>
<td>To facilitate marte meo programme with groups, as well as utilise creative methods of engaging with young people to teach life skills such as communication, self-esteem, anti-social behaviours etc.</td>
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</table>

### Other relevant information (e.g. evolving work role or responsibilities, professional goals such as increasing focus on group work, or new programme implementation, increasing need to use tools to evidence change in behaviours, provision of mentoring/supervision to staff etc.)

Over the last number of months there is an increasing emphasis on delivery of evidence based group programme with young people and parents, rather than one to one work. I have also recently undertaken a new role as supervisor; however I feel that I need to develop my skills/knowledge in this area. Also the child and family agency is currently rolling out Meitheal model which is an inter-agency model of working with families and young people which will be a focus for working with families who present with complex needs.

I, the undersigned, certify that the information contained in this professional role and practice record is correct in all respects.

**Signature:** Maria Bloggs  
**Date:** 12/02/20xx
Described your current professional role and practice setting, your main responsibilities, any specialist areas of work and your service users:

1. What Social Care Setting do you work in? (e.g. disability, community, residential)
   - Example: Community Social Care Worker

2. General Profile of Service Users and key needs (Please ensure confidentiality of Service Users).
   
   This should include the general profile of service users (e.g. age/gender) and any key service user needs such as emotional and relationship, community engagement, educational or physical/medical).
   
   I work with children and families in the community in a Social Work and Childcare Department with Tusla.

3. List your main work responsibilities
   
   (Only include key responsibilities which best describe your general work/role)
   
   1. To work with young people and families experiencing a range of issues such as disadvantage, mental health issues, drug/alcohol issues etc.
   2. To keep file and records up to date as per organisational policy.
4. Identify any specialist areas of work
(For example, delivering parenting programme, undertake assessments, key worker etc.)

1. To assess family needs and implement appropriate programmes or support referrals as required
2. To implement Meitheal Model
3. To facilitate incredible years

Other relevant information (e.g. evolving work role or responsibilities, professional goals such as increasing focus on group work, or new programme implementation, increasing need to use tools to evidence change in behaviours, provision of mentoring/supervision to staff etc.)

I would like to do an addiction counselling course.

I, the undersigned, certify that the information contained in this professional role and practice record is correct in all respects.

Signature: María Bloggs   Date: 12/02/20xx
1.4 Professional Learning Plan

A Professional Learning Plan refers to a method of identifying, prioritising and recording your learning needs related to your professional role and purpose. This should not to be mistaken with personal learning which is not relevant to your professional role and practice. When completing your Professional Learning Plan, remember to refer to your Professional Role and Practice Setting Template.8

Begin by asking yourself some questions such as:

- What are the needs of the service users with whom you work?
- What are the key skills or knowledge which you require to support meeting the needs of the service users with whom you work?
- What are the tasks and responsibilities which you undertake as part of your role?
- Do you feel confident and able to meet these responsibilities or are there any areas in which you would like to enhance your skills of knowledge?

Recording Your Professional Development Plan

Your Professional Learning Plan should include information under the following headings;

a) Learning Need – You must explain what your learning need is (e.g. young people are presenting with challenging behaviours and you wish to develop knowledge and skills to deescalate crisis situations). Ensure that this is a learning need and not a learning activity (for example, Therapeutic Crisis Intervention is a learning activity, not a learning need). A learning need should inform what type of learning activity you choose to engage in, rather than choosing the activity before identifying why you need to engage in this learning.

b) Relevance to Current Role – Why is this learning need important to your professional role? (e.g. Young people with whom you work are engaging in high risk behaviours when under the influence of alcohol and you want to introduce an education programme to help them develop skills to reduce alcohol misuse and risk taking behaviours).

c) Identify Priority – Some learning needs will be more necessary than others. It is important that you identify which learning needs are most important to you. This may be because a particular skills or knowledge will be need to be developed quickly or is an issue you are currently facing in work (Please rate high, medium or low priority). This will help you identify the key learning needs you may need try achieve first and plan your CPD as based on priority needs over the coming year.

d) SCI CPD Category – Remember that Social Care Ireland CPD Policy has outlined three general categories in which you must locate your CPD activities. It is important to locate your learning activity into an appropriate category to ensure you are achieving the

8 A CPD Planning Tool has been included in Section 4 of the manual to support you to plan and develop your Professional Learning Plan. This is an optional template but may support you to identify your key learning priorities.
required CPD credits in each category and are engaging in a range of different types of learning activities. These categories include:

a. Supervision, Reflection and Impact on Practice
b. Skills and Knowledge Development
c. Professional Identify Development

e) Learning Activity Planned – What type of learning activity or activities will support you to achieve your desired learning outcome? (e.g. research, reading, courses/workshops, supervision, peer consultation etc.)

f) How will I demonstrate evidence of CPD Activity? – Unfortunately, if you can’t evidence your learning it will be as if it never happened in an audit process. Therefore it is important to consider how you will evidence your CPD activity before you engage in it. There are many ways to evidence CPD activities such as maintaining a reflective practice journal and including an excerpt from this, a record of meetings such as time, date and attendance, a supervision record of meetings and your line manager’s signature or a Certificate of Attendance at a course.

g) Time Frame – By setting yourself a timeline to achieve this, it will be easier to space your learning activities throughout the year. As one of the criteria by which your portfolio will be audited is that it is ongoing and continuous, it is important that you can demonstrate that you engage in CPD on a regular basis. This may be a different CPD activity, small or large, undertaken every four to six weeks.

Common Mistakes when Recording a Professional Learning Plan

| X | Failing to evidence how your learning needs relate to the needs of your service users and current organisation. |
|   | Remember, a reviewer will want to see how your learning needs relate to the requirements of your professional role and are intended to meet the needs of your service users and organisation. |
| X | Recording learning activities (e.g. TCI training) as a learning need. |
|   | Remember, a learning need is what skills, knowledge or values you would like to learn or enhance. A learning need should inform the type of learning activity you engage in (e.g. learning de-escalation skills is a learning need and TCI is a learning activity). |
## 2. Compliant Professional Learning Plan (Must be completed)

**SCI/IASCW Member Name:** Maria Bloggs  
**SCI/IASCW Membership Number:** 2506  
**Registration Board:** Social Care Work  
**Registration Board Number:** 12356

<table>
<thead>
<tr>
<th>Learning Need (What do I need to learn?)</th>
<th>Relevance to current role (Why is this important in my current role?)</th>
<th>Identify Priority (High, medium or low)</th>
<th>IASCW CPD Category</th>
<th>Learning Activity Planned (How will I achieve learning e.g. courses, reading etc.)</th>
<th>How will I demonstrate evidence of CPD activity?</th>
<th>Timeframe (Date to be completed by)</th>
</tr>
</thead>
</table>
| Develop skills to deliver an evidence based group parent skills programme | Increasing demand for group programmes which enhance parenting skills such as setting boundaries and good communication skills | Medium | 2 1 | Parenting Plus Course  
Discuss with colleagues/supervisor  
Implement programme and reflect on learning | Certificate  
Supervision Log  
Reflective Practice Journal Entry | February 20xx  
April 20xx  
June 20xx |
| To enhance knowledge and skills to engage in one to one work with young people who are misusing alcohol/drugs | Increase in young people engaging in 'at risk' behaviours whilst under the influence of alcohol/drugs. Increased anti-social behaviour in community. | High | 2 1 | To attend alcohol/drug training provided by local drug task force.  
To contact colleague with experience of delivering one-to-one intervention programmes | Certificate of attendance  
Record of meeting and/or supervision log | April 20xx  
March 20xx |
| To develop evaluation skills and research skills to enhance learning from programme implementation. | Provision of evidence based programmes is vital to ensuring outcomes for young people/parents. Disseminating relevant information on programme evaluation will share learning with others. | Low | 3 | To review research methodologies literature and identify appropriate evaluation tool for programme implementation. To develop article for professional journal based on findings from evaluation. | Reading Review Form.  
Journal Article submission. | October 20xx |

I, the undersigned, certify that I have personally completed this Professional Learning Plan.

**Signature:** Maria Bloggs  
**Date:** 12/02/20xx

---

**SCI CPD Categories**

1. Supervision, Reflective Practice and Impact on Practice  
2. Skills and Knowledge Development  
3. Professional Identity Development
### 2. Non-Compliant

**Professional Learning Plan**
(Must be completed)

**SCI/IASCW Member Name:** Maria Bloggs  
**SCI/IASCW Membership Number:** 2506  
**Registration Board:** Social Work  
**Registration Board Number:** 12356

<table>
<thead>
<tr>
<th>Learning Need</th>
<th>Relevance to current role</th>
<th>Identify Priority</th>
<th>IASCW CPD Category</th>
<th>Learning Activity Planned</th>
<th>How will I demonstrate evidence of CPD activity?</th>
<th>Timeframe (Date to be completed by)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parenting Plus Training</td>
<td>I work with parents and would like to facilitate a parents programme</td>
<td>High</td>
<td>2</td>
<td>Attend Course</td>
<td>Certificate of Attendance</td>
<td>Sept. 20xx</td>
</tr>
<tr>
<td>Addiction Counselling Course</td>
<td>I work with young people many who use alcohol/drugs</td>
<td>Medium</td>
<td>2</td>
<td>Attend Addiction Counselling Course</td>
<td>Certificate</td>
<td>Oct. 20xx</td>
</tr>
<tr>
<td>Supervision</td>
<td>Engage in supervision as part of my role which supports reflective practice</td>
<td>Ongoing</td>
<td>1</td>
<td>Engage in ongoing reflective practice through supervision</td>
<td>Supervision log</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

I, the undersigned, certify that I have personally completed this Professional Learning Plan.

Signature: **Maria Bloggs**  
Date: **12/02/20xx**
1.5 Log of CPD Activities Template

Your CPD log is a list of all the learning activities in which you have engaged.

This log will record:

- What the learning need was that the learning activity met
- The title of the learning activity
- The number of CPD Credits you assigned the activity
- The date you completed the activity
- The type of evidence you included to prove you engaged in this activity
- The number you have listed on your evidence and on your list of supporting documentation template
- Learning Outcomes from the activity and integration into practice

Advice when completing your CPD Log

There a number of key things to remember when completing your CPD Log.

- These learning activities must relate to the key priority learning needs that you identified in your Professional Learning Plan.
- If, the learning activity was unplanned, it is essential that you add details of the unplanned learning to this record and identify it as unplanned learning.
- Be aware of how you assign CPD Credits to your learning activities. These must be an honest reflection on the time spent on the learning activity, the quality of the learning and its impact on your practice.
- Being able to demonstrate how you have used your learning in your practice is essential to achieving full goals of engaging in CPD.
- Remember to include your evidence of engaging in each learning activity. Any activity which does not have supporting evidence will not count towards CPD credits required.
### Common Mistakes when recording a CPD Log

<table>
<thead>
<tr>
<th></th>
<th>CPD activities are not located throughout the year but rather all take place at the end of a CPD cycle.</th>
<th>CPD should be an ongoing continuous process which is indicated by engaging in learning activities throughout a CPD cycle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Assigning CPD Credits based on the amount of time spent on an activity or course. For example assigning full credits to refresher courses in which you have engaged numerous times.</td>
<td>CPD credits should be assigned giving careful thought to the quality of learning from an activity and how you were able to integrate this into your practice.</td>
</tr>
<tr>
<td>X</td>
<td>Failing to demonstrate a broad range of CPD activities.</td>
<td>A CPD Log is a record of all the types of learning activities in which you have engaged throughout a CPD Cycle. It is easier to record this as soon as possible after completing a CPD activity ensuring that you can accurately reflect on the learning outcomes and demonstrate how these will be integrated into your practice.</td>
</tr>
</tbody>
</table>
### Learning Need Addressed

<table>
<thead>
<tr>
<th>Learning Need Addressed</th>
<th>Title of Learning Activity</th>
<th>CPD Credits Assigned</th>
<th>Date of Learning Activity Completed</th>
<th>Type of evidence</th>
<th>Number on supporting evidence</th>
<th>Learning outcomes from activity and how these were integrated into your practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop skills to deliver an evidence based parents programme</td>
<td>Parents Plus Training (Children’s)</td>
<td>6 credits 8 credits</td>
<td>24th/25th Feb. 02/20xx 8 week programme</td>
<td>Certificate of Attendance Programme Advertisement</td>
<td>1 2</td>
<td>Developed knowledge and skills to implement Parents Plus programme and practised group facilitation skills Facilitated parents plus programme to 8 parents over 8 weeks and developed skills to manage group dynamics</td>
</tr>
<tr>
<td>To enhance knowledge and skills to engage in one to one work with young people who are misusing alcohol/drugs</td>
<td>Putting the Pieces Together Training Consultation with colleague Consultation and advice with other professional teams</td>
<td>8 credits 3 credits</td>
<td>14th/15th March 20xx May 20xx</td>
<td>Certificate of Attendance Reflective Practice Journal Case Conference Meeting</td>
<td>3 4</td>
<td>Enhanced knowledge of psychoactive drug and prevalence of use Practised delivering educational activities from manual and reviewed best practice in programme implementation Discussion with colleague regarding design/delivery of drug education programme, advice on adapting activities for one-to-one use and ongoing mentoring on programme design and implementation Inter-agency care planning meeting with ACTSTeam, specialist in alcohol/drug misuse who identified how to engage with young person regarding concerns re: drug/alcohol misuse and facilitated YP accepting a referral to specialist service.</td>
</tr>
<tr>
<td>Learning Need Addressed</td>
<td>Title of Learning Activity</td>
<td>CPD Credits Assigned</td>
<td>Date of Learning Activity Completed</td>
<td>Type of evidence</td>
<td>Number on supporting evidence</td>
<td>Learning outcomes from activity and how these were integrated into your practice</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-------------------------------------</td>
<td>----------------------------------------</td>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Unplanned Learning: Brief Intervention with young person on alcohol</td>
<td>On the job learning</td>
<td>1 credit</td>
<td>June 20xx</td>
<td>Reflective Practice Journal Supervision Log</td>
<td>6</td>
<td>Implemented a brief intervention with young person, drawing on skills learnt in Brief Intervention training. Some skills were challenging to use, making conversation awkward with young person who identified this. I identified the need to assess where young person is on wheel of change and used supervision session to reflect on session with YP and practice skills further with supervisor.</td>
</tr>
<tr>
<td></td>
<td>Programme Evaluation Journal Article on programme evaluation</td>
<td>4 credits</td>
<td>June 20xx Oct. 20xx</td>
<td>Evaluation tool designed Email of journal article submission</td>
<td>7</td>
<td>Reviewed research methodologies literature and identified a useful tool for evaluation of outcomes of a parents programme and implemented evaluation with parents. This required adaptation for parents with low literacy skills. I carried out a literature review on evaluation of parents programme, and developed an article on findings from evaluation of programme for professional journal. I feel better equipped to design and implement evaluations to measure programme outcomes in the future.</td>
</tr>
</tbody>
</table>

| TOTAL NUMBER OF CPD CREDITS ASSIGNED:                                                 | 35 credits                                                                                 |

I, the undersigned, certify that the information contained in the record of CPD activities and the accompanying supporting documentation is correct in all respects.

Signature: *Maria Bloggs*       Date: 8/01/2017
### Learning Need Addressed

<table>
<thead>
<tr>
<th>Learning Need Addressed</th>
<th>Title of Learning Activity</th>
<th>CPD Credits Assigned</th>
<th>Date of Learning Activity Completed</th>
<th>Type of evidence</th>
<th>Number on supporting evidence</th>
<th>Learning outcomes from activity and how these were integrated into your practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parenting Plus Training</td>
<td>Course</td>
<td>14</td>
<td>14th &amp; 15th March 20xx</td>
<td>Certificate of Attendance</td>
<td>1</td>
<td>Received manual with programme materials to deliver 8 week parents' programme.</td>
</tr>
<tr>
<td>Addiction Counselling Course</td>
<td>Course</td>
<td>12</td>
<td>2 hour class per week Oct. 20xx — currently studying</td>
<td>Acceptance letter from college</td>
<td>2</td>
<td>Theories of addiction, models of intervention and treatment including community based treatment services and counselling skills.</td>
</tr>
<tr>
<td>Supervision</td>
<td>Reflective practice and case management</td>
<td>6</td>
<td>1.5 hour every 6 to 8 weeks</td>
<td>Supervisors Signature</td>
<td>3</td>
<td>Engaged in reflective practice through supervision and case management</td>
</tr>
</tbody>
</table>

**TOTAL NUMBER OF CPD CREDITS ASSIGNED:** 32 credits

I, the undersigned, certify that the information contained in the record of CPD activities and the accompanying supporting documentation is correct in all respects.

Signature: *Maria Bloggs* Date: 8/01/2017
1.6 SCI CPD Cycle Credit Categories

Continuing Professional Development Policy and Portfolio for Social Care Workers

Social Care Ireland CPD Policy requires that you locate your learning activities in the following categories.

i. Supervision, Reflection and Impact on practice
ii. Skills and Knowledge Development
iii. Professional Identify Development

It is also a requirement that you must achieve a minimum of 10 credits in two categories each year.

(i) Supervision, Reflection Practice and Impact on Practice
(ii) Skills and Knowledge Development

The remaining 10 CPD credits which you are required to achieve can be located in any of the three categories listed above. You will need to add the CPD credits you have assigned your learning activities for each category and list them on SCI CPD cycle credit categories template.

1.7 List of Supporting Documentation (Must be completed)

This template is a list of all the evidence you have provided to prove that you have engaged in each of the learning activities you have listed on your CPD log. Remember, that each learning activity which you have recorded on your CPD Log must have corresponding evidence, or the activity will not be included as part of your assigned CPD credits.

1.8 Reflective Practice Record

As part of your CPD Portfolio you must include Reflective Practice Records on a minimum of four different learning activities in which you engaged in the SCI 12 month CPD cycle.

The Social Care Work Registration Board will require eight Reflective Practice Records within a 24 month CPD cycle.

All learning activities you engage in do not require you to maintain a written record of reflection, but as already highlighted, engaging in reflective practice allows us to better integrate our learning into practice. And where possible, you should try to plan time after a learning activity to reflect on what you learnt and how to incorporate this into your work.

Engaging in Reflective Practice

When reflecting on your learning from an activity it is important to consider;

- What learning need was this activity planned to meet?
- Did the learning activity meet your learning need? If not, why not?
- What did you learn from the activity?
- How did you integrate this learning into your practice?
- Has this highlighted any further areas for development?
7. Compliant Reflective Practice Record

<table>
<thead>
<tr>
<th>SCI/IASCW Membership Number: Maria Bloggs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of SCI/IASCW Member: 2506</td>
</tr>
<tr>
<td>Registration Board: Social Care Work:</td>
</tr>
<tr>
<td>Registration Number: 123456</td>
</tr>
</tbody>
</table>

Please note that a minimum of four different Reflective Practice Records must be included in your CPD Portfolio, as per SCI CPD Audit Requirements.

**Learning need addressed:**

(Please briefly describe learning need identified on your Professional Learning Plan or identify if this was an unplanned learning experience)

I wanted to deliver an evidence base parents programme which would enhance parenting skills such as boundary settings, communication and conflict management.

**What was the learning experience?** (e.g. reading, critical incident review, conference)

I attended Parents Plus Training for children aged 6 to 11 years. This course is extensively evaluated and provides detailed resources and supports to deliver an 8 to 12 week programme with parents. Further to this the course allowed me to practice facilitation skills, learn from peer and facilitator guidance on how to enhance activities and to identify potential challenges when delivering to a parents group.

**Did this learning activity meet my learning need? If not, why not?**

Yes – this course provided me with the skills and resources to deliver an evidence based parents programme with a focus on skills development.

**If my learning need was not met, how else might I meet my learning need?**

Further learning was achieved through programme implementation, and skills in group facilitation, conflict management and flexible approach to adapting programme materials to suit needs of group was achieved.

**On Reflection, what have I learnt from this CPD activity?**

(This may be a combination of areas)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skill</th>
<th>Values/Beliefs or Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme outline and resources. Understood the evaluation outcomes from previous programmes and learnt from facilitator’s experience.</td>
<td>Practised group facilitation and experienced many of the activities in the programme.</td>
<td>Identified that greatest learning would come from facilitation of programme. Developed a keen awareness of group dynamics and how these can enhance or block learning opportunities.</td>
</tr>
</tbody>
</table>
How did this knowledge, skill or attitude impact on my practice and the delivery of services to service users?

I planned, recruited and delivered parents plus within 8 weeks after completing the course. Recruitment to the course was challenging but I managed to engage with 8 parents. However, issues emerged when using parent resources supplied during the programme due to low literacy of one or two parents. I spoke with my supervisor and colleague who provided advice/suggestions on how to adapt activities to ensure all parents could participate fully. This was a significant learning and pushed me to be creative in adapting materials while maintain fidelity to the programme.

Has this activity highlighted any further areas for development or new learning needs for me?

I would like to research and develop materials suitable for adults or young people with low literacy levels which I can draw on in the future for other programmes and provide as a support to other colleagues.

My Action Plan from this experience is?

<table>
<thead>
<tr>
<th>Objective</th>
<th>Timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop resources/materials for group programme implementation which can be utilised with groups with low literacy levels to ensure all can participate.</td>
<td>Sept. to Oct 20xx</td>
</tr>
</tbody>
</table>

I, the undersigned, certify that the information contained in this professional role and practice record is correct in all respects.

Signature: Maria Bloggs Date: 2/04/20xx
### 7. Non-Compliant Reflective Practice Record

<table>
<thead>
<tr>
<th>SCI/IASCW Membership Number:</th>
<th>Maria Bloggs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of SCI/IASCW Member:</td>
<td>2006</td>
</tr>
<tr>
<td>Registration Board:</td>
<td>Social Care Work:</td>
</tr>
<tr>
<td>Registration Number:</td>
<td>123456</td>
</tr>
</tbody>
</table>

Please note that a minimum of four different Reflective Practice Records must be included in your CPD Portfolio, as per SCI CPD Audit Requirements.

**Learning need addressed:**  
(Please briefly describe learning need identified on your Professional Learning Plan or identify if this was an unplanned learning experience)

| Parent Plus Programme |

**What was the learning experience?** (e.g. reading, critical incident review, conference)

I attended Parents Plus Programme which provided resources and materials to deliver an eight week parents programme.

**Did this learning activity meet my learning need? If not, why not?**  
If my learning need was not met, how else might I meet my learning need?

Yes

**On Reflection, what have I learnt from this CPD activity?**  
(This may be a combination of areas)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skill</th>
<th>Values/Beliefs or Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to deliver Parents Plus Programme.</td>
<td>Practiced facilitating activities from programme.</td>
<td></td>
</tr>
</tbody>
</table>
How did this knowledge, skill or attitude impact on my practice and the delivery of services to service users?

I plan to deliver parents plus programme in September to a group of parents I work with. I have used information from the programme for advice to parents about parenting skills.

Has this activity highlighted any further areas for development or new learning needs for me?

I would like to develop my group facilitation skills further.

My Action Plan from this experience is?

<table>
<thead>
<tr>
<th>Objective</th>
<th>Timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will talk to my supervisor about attending a facilitation skills course</td>
<td>Sept. to Oct 20xx</td>
</tr>
</tbody>
</table>

I, the undersigned, certify that the information contained in this professional role and practice record is correct in all respects.

Signature: María Bloggs Date: 2/04/20xx
1.9 Further Support Templates (Optional Records)

I. CPD Planning Tool

Social Care Ireland has included a CPD Planning Tool to support you to prepare your Professional Learning Plan. This is an optional template and does not have to be completed. However, SCI members are encouraged to use this planning tool to support them in developing the Professional Learning Plans.

This tool aims to support you to reflect on your previous educational and professional achievements. It also aims to support you to reflect on your professional strengths and weaknesses to help you to identify areas of practice, skills or knowledge that you would like to further enhance or develop.

Once completed, you may choose to discuss this with your line manager during supervision to identify key learning priorities which should be negotiated with your manager or organisation to identify if they can support you to meet these learning needs.

II. Supervision Record

The supervision record template is included to support you to evidence engagement in supervision as part of your CPD credits. This is an optional template as you will need to discuss this with your line manager and gain their agreement to include their signature on the record as part of evidencing your supervision as CPD.

Some organisations may have their own supervision record templates. If so, you may wish to get permission to include your organisational templates as your evidence in your CPD Portfolio. This may help to reduce duplication of records.

It is important that both you and your line manager are in agreement regarding assigning CPD credits on learning achieved through supervision.

III. Reading Review Form

This template has been included to support you to record and evidence research or reading in which you engage as part of your CPD requirements.

The template is optional and does not have to be included in your CPD Portfolio. However, members are encouraged to use this template as it is a useful method of recording and evidencing reading as part of your CPD requirements. It also supports you to reflect on what the key learning outcomes are from your reading/research and will help you to record these on your CPD Log.
<table>
<thead>
<tr>
<th>Mistake</th>
<th>Correct Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not recording all relevant information</td>
<td><strong>If it is not written, it did not happen!</strong> A reviewer will only be able to determine your CPD engagement meets CPD standards by what you record.</td>
</tr>
<tr>
<td>Only completing some sections of the template.</td>
<td><strong>You must complete all sections of the CPD Templates.</strong> Failing to do so, may be viewed as not maintaining accurate records. All the information you are asked to record is important to evidencing your CPD engagement.</td>
</tr>
</tbody>
</table>
Section Four

CPD Portfolio Recording Templates
1. **Professional Role and Practice Setting**

(Must be completed)

<table>
<thead>
<tr>
<th>SCI/IASCW Membership Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of SCI/IASCW Member:</td>
</tr>
<tr>
<td>Registration Board: Social Care Work:</td>
</tr>
<tr>
<td>Registration Number:</td>
</tr>
</tbody>
</table>

Describe your current professional role and practice setting, your main responsibilities, any specialist areas of work and your service users

<table>
<thead>
<tr>
<th>1. What Social Care Setting do you work in? (e.g. disability, community, residential)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. General Profile of Service Users and key needs (Please ensure confidentiality of Service Users).</td>
</tr>
</tbody>
</table>

This should include the general profile of service users (e.g. age/gender) and any key service user needs such as emotional and relationship, community engagement, educational or physical/medical.

<table>
<thead>
<tr>
<th>3. List your main work responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Only include key responsibilities which best describe your general work/role)</td>
</tr>
</tbody>
</table>

1.  

2.  

3.  

4.  

...
4. Identify any specialist areas of work
(For example, delivering parenting programme, undertake assessments, key worker etc.)

1. 

2. 

3. 

4. 

5. 

**Other relevant information** (e.g. evolving work role or responsibilities, professional goals such as increasing focus on group work, or new programme implementation, increasing need to use tools to evidence change in behaviours, provision of mentoring/supervision to staff etc.)

I, the undersigned, certify that the information contained in this professional role and practice record is correct in all respects.

Signature: ................................................ Date: .............................
# 1.1 Professional Learning Plan
(Must be completed)

<table>
<thead>
<tr>
<th>Learning Need (What do I need to learn?)</th>
<th>Relevance to current role (Why is this important in my current role?)</th>
<th>Identify Priority (High, medium or low)</th>
<th>IASCW CPD Category</th>
<th>Learning Activity Planned (How will I achieve learning e.g. courses, reading etc.)</th>
<th>How will I demonstrate evidence of CPD activity?</th>
<th>Timeframe (Date to be completed by)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Develop skills to deliver an evidence based group parent skills programme</td>
<td>Increasing demand for group programmes which enhance parenting skills such as setting boundaries and good communication skills</td>
<td>Medium</td>
<td>2</td>
<td>Parenting Plus Course Discuss with colleagues/supervisor Implement programme and reflect on learning</td>
<td>Certificate Supervision Log Reflective Practice Journal Entry</td>
<td>February 20xx April 20xx June 20xx</td>
</tr>
</tbody>
</table>

I, the undersigned, certify that I have personally completed this Professional Learning Plan.

Signature: .......................................................... Date: ...............
# 1.2 Professional Learning Plan
(Must be completed)

<table>
<thead>
<tr>
<th>Learning Need (What do I need to learn?)</th>
<th>Relevance to current role (Why is this important in my current role?)</th>
<th>Identify Priority (High, medium or low)</th>
<th>IASCW CPD Category</th>
<th>Learning Activity Planned (How will I achieve learning e.g. courses, reading etc.)</th>
<th>How will I demonstrate evidence of CPD activity?</th>
<th>Timeframe (Date to be completed by)</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

I, the undersigned, certify that I have personally completed this Professional Learning Plan.

Signature: .................................. Date: ..................
### 1.3 Log of CPD Activities

(Must be completed)

<table>
<thead>
<tr>
<th>Learning Need Addressed</th>
<th>Title of Learning Activity</th>
<th>CPD Credits Assigned</th>
<th>Date of Learning Activity Completed</th>
<th>Type of evidence</th>
<th>Number on supporting evidence</th>
<th>Learning outcomes from activity and how these were integrated into your practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: To develop skills to deliver a parents programme</td>
<td>Parents Plus Training (Children's)</td>
<td>6 credits</td>
<td>24th/25th 02/20xx</td>
<td>Certificate of Attendance</td>
<td>1. 2.</td>
<td>Developed knowledge and skills to implement Parents Plus programme and practised group facilitation skills&lt;br&gt;Facilitated parents plus programme to 8 parents over 8 weeks and developed skills to manage group dynamics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 credits</td>
<td></td>
<td>Programme Advertisement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Need Addressed</td>
<td>Title of Learning Activity</td>
<td>CPD Credits Assigned</td>
<td>Date of Learning Activity Completed</td>
<td>Type of evidence</td>
<td>Number on supporting evidence</td>
<td>Learning outcomes from activity and how these were integrated into your practice</td>
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</tbody>
</table>

TOTAL NUMBER OF CPD CREDITS ASSIGNED:

I, the undersigned, certify that I have personally completed this Professional Learning Plan.

Signature: .................................................. Date: ..................................
## 1.4 Log of CPD Activities
(Must be completed)

<table>
<thead>
<tr>
<th>Learning Need Addressed</th>
<th>Title of Learning Activity</th>
<th>CPD Credits Assigned</th>
<th>Date of Learning Activity Completed</th>
<th>Type of evidence</th>
<th>Number on supporting evidence</th>
<th>Learning outcomes from activity and how these were integrated into your practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Need Addressed</td>
<td>Title of Learning Activity</td>
<td>CPD Credits Assigned</td>
<td>Date of Learning Activity Completed</td>
<td>Type of evidence</td>
<td>Number on supporting evidence</td>
<td>Learning outcomes from activity and how these were integrated into your practice</td>
</tr>
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</tbody>
</table>

**TOTAL NUMBER OF CPD CREDITS ASSIGNED:**

I, the undersigned, certify that I have personally completed this Professional Learning Plan.

Signature: ........................................................ Date: ..................................
1.5 *List of Supporting Documentation*

(Must be completed)

<table>
<thead>
<tr>
<th>Number on Supporting Document</th>
<th>Type of Supporting Document (e.g. Certificate)</th>
<th>Identify the number of Learning Activity listed on CPD Log Sheet</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
1.6 **Reflective Practice Record**

**(Must be completed)**

<table>
<thead>
<tr>
<th>SCI/ASCW Membership Number:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of SCI/ASCW Member:</td>
<td></td>
</tr>
<tr>
<td>Registration Board: Social Care Work:</td>
<td></td>
</tr>
<tr>
<td>Registration Number:</td>
<td></td>
</tr>
</tbody>
</table>

Include below a detailed list of each piece of numbered supporting documentation, evidencing your engagement in CPD, which you have included in your CPD Portfolio.

<table>
<thead>
<tr>
<th>Learning need addressed:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please briefly describe learning need identified on your Professional Learning Plan or identify if this was an unplanned learning experience)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was the learning experience? (e.g. reading, critical incident review, conference)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did this learning activity meet my learning need? If not, why not?</th>
<th>If my learning need was not met, how else might I meet my learning need?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On Reflection, what have I learnt from this CPD activity?
(This may be a combination of areas)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skill</th>
<th>Values / Beliefs or Attitudes</th>
</tr>
</thead>
</table>

How did this knowledge, skill or attitude impact on my practice and the delivery of services to service users?

1.
2.
3.
4.

Has this activity highlighted any further areas for development or new learning needs for me?

My Action Plan from this experience is?

<table>
<thead>
<tr>
<th>Objective</th>
<th>Timescale</th>
</tr>
</thead>
</table>

I, the undersigned, certify have I have personally completed this Reflective Practice Record.

Signature: ..........................  Date: ..........................
### 1.7 SCI CPD Cycle Credit Categories

(Must be completed)

<table>
<thead>
<tr>
<th>Category of Activity</th>
<th>Total Credits for each Category</th>
<th>Credits Required for IASCW CPD Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supervision and Reflective Practice</td>
<td></td>
<td>Minimum 10 Credits</td>
</tr>
<tr>
<td>2. Skills &amp; Knowledge Development</td>
<td></td>
<td>Minimum 10 Credits</td>
</tr>
<tr>
<td>3. Professional Identity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Total of Credits:</strong></td>
<td></td>
<td><strong>30 Credits</strong></td>
</tr>
</tbody>
</table>

Signature: .............................................. Date: .................
1.8 CDP Planning Tool

(Optional Record)

<table>
<thead>
<tr>
<th>SCI/IASCW Membership Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of SCI/IASCW Member:</td>
</tr>
<tr>
<td>Registration Board: Social Care Work:</td>
</tr>
<tr>
<td>Registration Number:</td>
</tr>
</tbody>
</table>

CPD Planning - Developing a Professional Learning Plan

Professional Learning Plans are also referred to as Personal Development Plans or PDP’s. The purpose of this plan is to provide a structured process to reflect on your skills, knowledge and professional qualities and to support you to consider your learning and development needs.

1. Where have I been? (Reflect on past experiences, education, roles, knowledge etc.)

**Education Achievements:** Further information may be included on a separate page.

<table>
<thead>
<tr>
<th>Date From/To:</th>
<th>Achievement:</th>
</tr>
</thead>
</table>

**Employment History:** Further information may be included on a separate page.

<table>
<thead>
<tr>
<th>Date from:</th>
<th>Date to:</th>
<th>Job Title and Organisation: Main Duties/Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where am I now?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What are the key objectives of my role?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Include only key points which are most relevant to your current work e.g. devising and implementing suitable interventions with young people and families to promote well-being and welfare)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What were my main achievements in my current role in the last 12 months?</strong> (e.g. coordinated Strengthening Families Programme, implemented care plan with service user etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
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</tr>
<tr>
<td><strong>What are the skills, knowledge or competencies which I bring to my current role? What are my key strengths?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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</tr>
</tbody>
</table>
### Where do I want to be?

**What are my key challenges in this role? What part of my role do I find difficult?**

1. 
2. 
3. 
4. 
5. 

**What skills, knowledge or competencies would I like to develop to support me in my current role?**

1. 
2. 
3. 
4. 

**What are my key priority learning objectives over the next 12 months?**

1. 
2. 
3. 
4. 
5.
# 1.9 Supervision Record for CPD

(Optional Record)

<table>
<thead>
<tr>
<th>SCI/ASCW Membership Number:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Name of SCI/ASCW Member:</td>
<td></td>
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<tr>
<td>Registration Board: Social Care Work:</td>
<td></td>
</tr>
<tr>
<td>Registration Number:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervisee Name:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supervisor Name:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supervisor Experience / Qualification:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Organisation / Service:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of Supervision:</th>
<th>Key Learning Outcome from Supervision:</th>
<th>Plan to integrate supervision learning outcome to practice</th>
<th>CPD Credits Assigned:</th>
<th>Supervisors Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Total CPD Credits Assigned in 12 month CPD Cycle:**

Signature: ..................................................  Date: ..................................
1.10 Reading Review Form

(Optional Record)

<table>
<thead>
<tr>
<th>SCI/IASCW Membership Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of SCI/IASCW Member:</td>
</tr>
<tr>
<td>Registration Board: Social Care Work:</td>
</tr>
<tr>
<td>Registration Number:</td>
</tr>
</tbody>
</table>

**Title:**

**Full Reference:**

**Literature Type:**

- [ ] Journal Article
- [ ] Opinion Piece
- [ ] SCI Publication
- [ ] Textbook

Other, please state: .................................................................

**What did you identify as the key learning points from this reading?**

1.

2.

3.

**How did this impact on my practice, skills/knowledge and/or service delivery to service users?**

1.

2.

3.

**What action plan have I identified following this (if applicable)?**

1.

2.

3.
Section Five

Application Criteria for Recognition and Endorsement of CPD Events / Courses for External Providers
1 Application Guidelines for Recognition and Awarding Credits for CPD Events by Social Care Ireland

1.1 Purpose of Guidelines

Social Care Ireland is committed to providing social care workers throughout Ireland with high quality, evidence based, relevant and innovative professional development opportunities. The CPD events or courses which SCI endorses reflect these principles.

These guidelines exist for event or course organisers so that high quality, evidence based, professionally relevant and practice orientated CPD activities are provided to those practising Social Care.

1.2 Procedure for Applying for Endorsement of CPD Events/Courses

a) At least three months prior to the event/course, the organiser should submit the completed application form for endorsement by Social Care Ireland to the CPD Officer, Social Care Work by email to cpd@iascw.ie.

b) A non-refundable processing fee must accompany the application (if applicable).

c) The CPD Officer, Social Care Work will evaluate the form according to the criteria outlined in these guidelines.

d) The CPD officer will advise applicant;
   a. Within a two week period if the application is suitable for the next stage of approval process.
   b. If the CPD officer approves the application they will forward it onto the relevant members of SCI CPD Working Group who have responsibility for reviewing applications for event/course endorsement.
   c. This group will then review the application to deem whether it meets SCI Endorsement Criteria.

d. If the application is deemed not to meet the criteria outlined, the CPD Officer will contact the applicant to;
   a. Inform them that the application is not suitable, or;
   b. Seek further clarity/information related to the event/course, or;
   c. Suggest that they resubmit the application with changes.

e) The CPD Working Group representative/s will review the application to ensure that it reflects current practice in the area and is evidence based and of high quality. The working group will determine whether SCI will approve endorsement of the event/course.
f) If the application is received in full and if the CPD officer and the Working Group approve the course, you will be notified that your course is approved within 6 to 8 weeks of submitting your application.

g) Social Care Ireland will endorse a course/event as relevant to the Continuing Professional Development needs of Social Care Workers however; SCI recognises that the learning outcomes achieved will differ for each individual practitioner dependant on their individual experience and/or prior learning. Therefore SCI, in line with statutory registration requirements, encourages Social Care Workers to reflect on their own individual learning from each CPD activity and consider how this learning has impacted their work practice, to determine assignment of CPD credits to CPD events/courses (see SCI CPD Portfolio for further guidance on assigning CPD credits).

h) If the application is for an event/course which will be provided on a number of occasions, the application must detail dates/venues where event/course will take place, where known by the event organiser. If the event/course is approved this will apply to only those courses/events taking place within 18 months of initial approval.

i) If the event/course organiser does not yet know the dates of repeating events, they are required to advise the CPD Officer as soon as these details are agreed within the 18 month endorsement period.

j) An applicant may re-apply for continuing SCI endorsement of an event/course after this eighteen month period. The reduced fee for repeat course endorsement will apply.

k) If the CPD officer or the Advisory group, or both, recommends changes to your application, then this approval process will be extended by 4 weeks.
   a. Please note if you are required to resubmit the application with changes, and do not do so within the 4 week extended period, a nominal resubmission fee will apply.

1.3 Appeals Procedure

a) The applicant may appeal the decision of the CPD Officer and/or SCI CPD Working Group.

b) This written appeal must be received by email to cpd@iascw.ie within two weeks of applicant being informed of outcome of application process.

c) This appeal must outline details of the course/event for which appeal is being made; the reason for appeal (i.e. why applicant feels that application should have been approved) and any further information which applicant feels may support the appeal.

d) The appeal will be reviewed by SCI or IASCW President, CPD Working Group Chair, CPD Social Care Officer and relevant representative of CPD Working Group. All decisions made by endorsement appeals group will be final.

e) The applicant will be advised within four to six weeks of the outcome of their appeal.
Continuing Professional Development Policy and Portfolio for Social Care Workers

1.4 Changes to Course/Event approved by Social Care Ireland

a) The organiser will be obliged to inform SCI of any changes to the event/course from the approved application which was received by SCI.

1.5 Withdrawal of Event/Course Approval by SCI

a) Social Care Ireland reserves the right to award or withdraw event/course approval in the light of emerging information which was not disclosed on the application form.

b) SCI reserves the rights not to re-endorse an event/course, which had previously been approved by SCI, on receipt of a re-application after the initial period of endorsement of 18 months.

1.6 Ensuring Quality of Event/Course

a) All event organisers agree to the possibility of the CPD Officer, Social Care and/or designated individual attending unannounced at an event/course to satisfy itself that the event/course is being delivered according to the criteria set down by SCI.

b) Event organisers will generate a list of Social Care Workers who attend the event. This attendance list must be signed by each Social Care Worker who is a member of SCI claiming CPD credits and must indicate that the event organiser will be providing these details to SCI. The event organiser will forward the list to the CPD Officer, Social Care within one month of the event.

c) SCI maintains the right to contact a sample of SCI members who attended the event/course to ensure that members are satisfied that event/course met learning outcomes advertised.

d) SCI retains the right to request a copy of evaluation forms/report from CPD events/courses which are endorsed by the association. The event organisers must declare this, as per data protection guidelines, on their evaluation forms.

e) SCI retains the right not to approve an event/course if criteria are not met.

f) SCI will advertise the endorsed course/event to their members through relevant SCI publications and/or website.

1.7 SCI Endorsement Criteria for Event/Course

Endorsement Criteria

1. All sections of the application form must be completed.

2. Evidence must be provided of a clear rationale for the event/course and its relevance to attendees who are Social Care Workers.
3. The learning objective/outcomes of the event/course must be clearly identified in the application form.

4. The target audience for the event must be identified (e.g. a specific social care sector). Prior qualifications and/or experience required for participation in the/course must be clearly indicated on the application form.

5. Professional Qualifications and experience of all presenters/facilitators must be clearly outlined on the application form (e.g. CV of Course facilitators/presenters).

6. Costs associated with the event/course must be clearly advertised and state what the fees cover (e.g. attendance, lunch, hand outs etc.). Refund and cancellation policies must be clearly stated on any advertising material associated with the endorsed event/course.

7. A clearly outlined programme must appear in final advertising literature. Any advertising material which includes SCI endorsement must include approved association logo.

8. Clear and concise documentation supporting the content relevant for social care workers or relevance of the topic for social care must be included in the application.

9. The applicant should provide information on relevant evidence based research/support for the topic and content of the event/course. If the applicant feels that no research/support exists they should attach a statement detailing what steps have been taken to ensure that the activity provides information about effective, beneficial, safe and up to date practice.

10. The format and/or delivery of the event/course must be clearly outlined in the application form (e.g. lecture, workshop, interactive etc.)

11. A clearly outlined method of event/course evaluation must be outlined on the application form and must be made available to participants. A copy of evaluation form used must be attached with application.

12. If applicant has undertaken a prior evaluation of the event/course, the outcomes of this evaluation should be included in supporting documentation.

13. If the applicant wishes to repeat this event/course again, and has applied for multiple events/courses to be endorsed, within the 18 months of application the dates and venues for these events should be detailed on the application form (where known). If all repeating events/courses has not been scheduled at the time of application the course organiser must advise the CPD Officer within 6 weeks of the scheduled event/course.
### 1.8 SCI CPD Endorsement

**Application Form for External Course Organisers**

<table>
<thead>
<tr>
<th>Name of Course Organiser:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Course Presenter/Facilitator (if different):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Place of Work:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>SCI/IASCW Membership Number (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Mobile Number:</th>
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</table>

<table>
<thead>
<tr>
<th>E-mail Address:</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Event/Course Presenter/Facilitator Qualifications and experience:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Previous Experience of organising CPD Event/Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Course Organiser and/or presenter)</td>
</tr>
</tbody>
</table>

---
### Declaration of Interest:
(Please declare your financial, professional and personal interests in delivering this course)

### Other relevant experience/activities

### CPD Event Details

<table>
<thead>
<tr>
<th>Title of CPD Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please attach a lesson plan or outline of each day/unit with an overview of content for CPD event.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Date(s) and Venue:</th>
</tr>
</thead>
</table>

| Do you require support from CPD Officer for this event? (e.g. advertisement) |
| (Please detail supports required) |

<table>
<thead>
<tr>
<th>Aims of CPD Event/Course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What are the participant learning outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relevance of Event/Course for Social Care Workers:</strong></td>
</tr>
<tr>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Evaluation or Assessment of Learning Outcomes Methods:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Duration of Event/Course (hours)</strong></th>
</tr>
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<tbody>
<tr>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Target Audience (i.e. who is this training suitable for?)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

Please outline how this CPD event will benefit members of our profession?  
(Please identify the evidence base which supports this)

Please outline how this CPD event will benefit service users?  
(Please identify the evidence base which supports this)

Please detail current research/support for the topic/content in line with evidence based practice:

<table>
<thead>
<tr>
<th><strong>Numbers of Participant per event:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Signature of organiser:  
Date:
## Checklist of items to accompany this application:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>A full schedule of the event to include the name, title, organisation, details of each presenter, the title of each presentation, the individual start and finish times for each presentation, Q&amp;A session, break time.</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>A copy of presentations, hand outs or multi-media material (e.g. videos') used as part of the event/course.</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>A copy of invitation to the event and any promotional material</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>A copy of the finalised programme or brochure for the event</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>Other supporting material (e.g. evaluation reports, relevant research supporting topic/course content etc.)</td>
</tr>
</tbody>
</table>

### Office Use Only:

<table>
<thead>
<tr>
<th></th>
<th>CPD Officer Decision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Reviewed by CPD Officer:</td>
<td>CPD Officer Signature:</td>
</tr>
<tr>
<td>Date Received:</td>
<td>Outcome of Endorsement Application:</td>
</tr>
<tr>
<td><strong>Date of Review by CPD Working Group:</strong></td>
<td></td>
</tr>
<tr>
<td>Date Re-submitted if advised by working group:</td>
<td></td>
</tr>
<tr>
<td>Application Fee Received:</td>
<td></td>
</tr>
<tr>
<td>Reapplication for Endorsement after 18 month period:</td>
<td></td>
</tr>
<tr>
<td>Reapplication Fee Received:</td>
<td></td>
</tr>
</tbody>
</table>
SCI CPD Endorsement Application Fees

SCI CPD Endorsement Application Fee – Fee schedule for the processing of external course/event organisers application for CPD Course/Event Endorsement by SCI

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Events with a Registration fee over €150</td>
<td>€500</td>
</tr>
<tr>
<td>Single Event with a Registration fee over €150</td>
<td>€250</td>
</tr>
<tr>
<td>Multiple Events with a Registration fee under €150</td>
<td>€200</td>
</tr>
<tr>
<td>Single Event with a Registration fee under €150</td>
<td>€150</td>
</tr>
<tr>
<td>Multiple Event with no registration cost</td>
<td>€75</td>
</tr>
<tr>
<td>Single Event with no registration cost</td>
<td>€50</td>
</tr>
<tr>
<td>Reapplication for Endorsement (Multiple events with a registration fee over €150)</td>
<td>€350</td>
</tr>
<tr>
<td>Reapplication for Endorsement after 18 months (Multiple Events with a registration fee under €150)</td>
<td>€150</td>
</tr>
<tr>
<td>IASCW/SCI member organised event/course with a nominal fee (e.g. covers venue cost, refreshments etc.)</td>
<td>€0</td>
</tr>
<tr>
<td>IASCW/SCI member organised event/course with no registration fee</td>
<td>€0</td>
</tr>
<tr>
<td>IASCW/SCI member multiple events with no registration fee</td>
<td>€0</td>
</tr>
</tbody>
</table>

Application fees are non-refundable.

Payment Details

Please do not submit any payment with application form.

An invoice with a reference number will be generated on receipt of the application.

On receipt of the invoice please submit payment with a copy of the invoice to the address below:

**CPD Officer, Social Care**

**CSER 206, The Clock Tower**

**Dublin Institute of Technology, Grangegorman, Dublin 7.**
Section Six

Social Care Ireland Framework for CPD Credit Allocation
### Social Care Ireland CPD Framework

#### Examples of CPD Activities, Credits and Documentation

**Category 1: Supervision, Reflective Learning and Impact on Practice**

A minimum of 10 credits must be accrued in this category.

*There is no maximum number of credits. Please note that these examples are provided as a guidance to assigning CPD credits and evidencing your engagement. These are examples only and you may record all or some of these activities or CPD activities which are not included in these examples.*

<table>
<thead>
<tr>
<th>Examples of CPD Activities</th>
<th>Example of CPD Credits Applied</th>
<th>Maximum Credits per one year IASCW CPD Cycle</th>
<th>Examples of Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active engagement in supervision or mentoring in either supervisee or supervisor role</td>
<td>1 Credit per Supervision</td>
<td>6 CPD Credits</td>
<td>Supervisors/Supervisee Signature on CPD Log or Supervision Record (only details of meeting dates &amp; signatures).</td>
</tr>
<tr>
<td>Reviewing and reflection on Professional and Ethics Standards, guidelines, policies or procedures</td>
<td>2 credits per protocol/guidelines/policies or procedures</td>
<td>4 CPD Credits</td>
<td>Record of Standards Title/Author, policy/procedure reviewed; Personal Reflection Record; Reflective Practice Journal Entry</td>
</tr>
<tr>
<td>Maintaining CPD Portfolio on a Regular Basis</td>
<td>2 CPD Credits per year</td>
<td></td>
<td>Portfolio which demonstrates variety of CPD activities relevant to learning needs</td>
</tr>
<tr>
<td>Reflection sheet completed on Critical Incidents or Complex Cases</td>
<td>1 credit per case review, critical incident review or case reflection</td>
<td>4 CPD Credits</td>
<td>Line Manager’s or Supervisors Signature Reflective Practice Journal record of learning</td>
</tr>
<tr>
<td>Practice Group Learning Discussions and/or Case Studies</td>
<td>2 hours = 1 credit per team meeting or peer learning network re-viewing case study and/or problem based learning activity</td>
<td>4 CPD Credits</td>
<td>Line Manager’s Signature, reflection on learning or record of case studies reviewed and group discussion including main learning points</td>
</tr>
<tr>
<td>Maintaining a Reflective Practice Journal</td>
<td>2 hours = 1 CPD Credit per reflective writing entry.</td>
<td>6 CPD Credits</td>
<td>Evidence of Reflective Practice Journal (e.g. excerpt from learning journal)</td>
</tr>
<tr>
<td>Peer Consultation between Social Care Workers/Leaders and/or other professionals</td>
<td>2 hours = 1 CPD Credit per consultation</td>
<td>4 CPD Credits</td>
<td>Personal Learning Reflection, attendance record on meeting minutes</td>
</tr>
<tr>
<td>Professional Coaching or Mentoring</td>
<td>1 credit per hour of coaching/mentoring</td>
<td>6 CPD Credits</td>
<td>Personal Learning Reflection, evidence of coaching/mentoring sessions</td>
</tr>
</tbody>
</table>
**Category 2: Skills and Knowledge**

A minimum of 10 credits must be accrued in this category. There is no maximum number of credits.

*Please note that the maximum number of CPD credits applied to these examples is to ensure that you can demonstrate a broad range of CPD activities across each of the categories, in line with statutory registration, and may not equate to the time investment or work which some examples may require.

<table>
<thead>
<tr>
<th>Examples of CPD Activities</th>
<th>CPD Credits Applied</th>
<th>Maximum CPD Credits per one year IASCW CPD Cycle</th>
<th>Examples of Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Graduate Certificate/Diploma (full time) – Must be related to Social Care or your work role</td>
<td>Per Year</td>
<td>10 CPD Credits</td>
<td>Official Transcript/copy of diploma from college or Proof of enrolment</td>
</tr>
<tr>
<td>Post Graduate Diploma (Part-time)</td>
<td>Per Year</td>
<td>5 CPD Credits</td>
<td></td>
</tr>
<tr>
<td>Post Graduate Masters (Full time) – Must be related to Social Care or your work role</td>
<td>Per Year</td>
<td>16 CPD Credits</td>
<td>Official Transcript/copy of Masters Degree from College or Proof of enrolment</td>
</tr>
<tr>
<td>Post Graduate Masters (Part-time)</td>
<td>Per Year</td>
<td>8 CPD Credits</td>
<td></td>
</tr>
<tr>
<td>Doctorate (Full time) – Must be related to Social Care or work role</td>
<td>Per Year</td>
<td>20 CPD Credits</td>
<td>Official transcript/copy of PhD from College or Proof of enrolment</td>
</tr>
<tr>
<td>Doctorate (Part time)</td>
<td>Per Year</td>
<td>10 CPD Credits</td>
<td></td>
</tr>
<tr>
<td>Attendance at Social Care Practice Specific Conference, Workshop, Training or Course (e.g. Social Care Ireland Conference)</td>
<td>1 Credit per hour of new learning – (breaks and travel not to be included)</td>
<td>10 CPD Credits</td>
<td>Certificate of Attendance and a Reflective Practice Worksheet should be provided detailing evidence of learning and impact on work practices</td>
</tr>
<tr>
<td>Attendance at multi-disciplinary and/or subject specific Conference, Workshop, Course</td>
<td>1 Credit per hour of new learning</td>
<td>6 CPD Credits</td>
<td>Certificate of Attendance and a Reflective Practice Worksheet should be provided detailing evidence of learning and impact on work practice</td>
</tr>
<tr>
<td>Active participation in a relevant committee, network, Board or Advisory Group</td>
<td>1 CPD Credit per Committee, Network, Board or Advisory Group</td>
<td>3 CPD Credits</td>
<td>Evidence of relevance of group to professional role, attendance at meetings and role/responsibilities</td>
</tr>
<tr>
<td>Reading and reflection on Professional Publications, articles and/or research studies individually or in a group</td>
<td>1 hour = 1 CPD Credit per publication, article or research</td>
<td>5 CPD Credits</td>
<td>Name of article, publication or study, reflective practice journal entry or learning outcomes linked to practice</td>
</tr>
<tr>
<td>Learning through online resources such as E-learning Modules, webinars, forums or online discussion groups</td>
<td>4 hours = 1 CPD Credit</td>
<td>4 CPD Credits</td>
<td>Relevance to role, details of module or learning outcomes from module</td>
</tr>
<tr>
<td>Development of new information/support resources for service users (e.g. Information Leaflets, programme etc.)</td>
<td>2 CPD points for each piece of work</td>
<td>6 CPD Credits</td>
<td>Reflective Practice Journal, Evidence of new information/support resources e.g. New Programme Developed - Content Overview &amp; Learning Outcomes</td>
</tr>
</tbody>
</table>
### Category 3: Professional Identity

There is no minimum number of credits in this category.

<table>
<thead>
<tr>
<th>Examples of CPD Activities</th>
<th>CPD Credits Applied</th>
<th>Maximum CPD Credits per one year IASCW CPD Cycle</th>
<th>Examples of Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active engagement in research in professional field</td>
<td>Published peer reviewed article – 12 credits  Non peer reviewed article – 8 credits  Paper/Poster at conference – 9 credits</td>
<td>12 CPD Credits</td>
<td>Details of research and verification of member’s role. It is important to link how this contributes to professional role.</td>
</tr>
<tr>
<td>Contributing to and/or participating in research within social care professional field</td>
<td>2 hours = 1 CPD credit per contribution to research piece</td>
<td>4 CPD Credits</td>
<td>Details of research and verification of members’ role (e.g. participated in interview) and link to how this contributes to development of Social Care Profession.</td>
</tr>
<tr>
<td>Preparation of new material for lecture/training/course</td>
<td>2 Credits per new course/training material developed</td>
<td>6 CPD Credits</td>
<td>Evidence of preparation (e.g. target audience, learning objectives, presentation)</td>
</tr>
<tr>
<td>Preparation of new material training/workshop for Social Care Workers</td>
<td>IASCW CPD Endorsed Event – 1 credit per hour of preparation and delivery of course</td>
<td>8 CPD Credits</td>
<td>Evidence of promotional material, learning objectives, presentation, evaluation etc.</td>
</tr>
<tr>
<td>Social Care Student Tutor</td>
<td>2 credits per student</td>
<td>10 CPD Credits</td>
<td>Evidence of tutoring Social Care Students (e.g. college timetable)</td>
</tr>
<tr>
<td>Professional Peer Support Network and/or peer consultation and/or learning network for Social Care Workers</td>
<td>1 credit per hour of engagement</td>
<td>6 CPD Credits</td>
<td>Evidence of attendance at meetings or reflective practice journal entry</td>
</tr>
<tr>
<td>Social Care Ireland/Irish Association of Social Care Workers Member</td>
<td>SCI/IASCW Member - 3 Credits per year of membership</td>
<td>3 CPD Credits</td>
<td>IASCW/SCI Membership Number</td>
</tr>
<tr>
<td>Active Involvement in SCI/IASCW Executive, Working Group or Committee</td>
<td>Per year of membership</td>
<td>8 CPD Credits</td>
<td>SCI/IASCW membership confirmation, evidence of attendance at meetings, roles &amp; responsibilities etc.</td>
</tr>
<tr>
<td>Acting as Student Placement Supervisor to Social Care Students’ their completing practice Placement</td>
<td>1 credit per week of support/supervision provided to social care student</td>
<td>8 CPD Credits</td>
<td>Letter of verification from College, and/or dates of student placement and managers’ signature.</td>
</tr>
</tbody>
</table>
Section Seven

Frequently Asked Questions
Frequently Asked Questions

1. **What is a CPD Credit?**

   A CPD credit is a unit which is used to measure CPD engagement. CORU identify that generally 1 hour of learning equates to 1 CPD credit.

2. **What does an hour of CPD mean?**

   An ‘hour’ is the time spent engaging with an activity where you are learning. You must be able to show evidence that the activity has resulted in new learning and that reflection on the learning has taken place.

   For example, if you attend a two day course which runs for 6 hours on each day, this may contribute 12 hours of learning or 12 CPD credits, if you can show evidence of new learning throughout this 12 hour course.

   An example where you would not assign full credits for a 6 hour course may be where there is not new learning throughout the 6 hours (e.g. a refresher course). You may choose to assign 3 credits, rather than 6 credits as much of the information within the course may have been known by you already, but you have identified some key learning from the course.

   Following the CPD activity, it may be possible to document additional hours if you can show evidence of reflective practice and enhanced service delivery as a result of the CPD activity.

   Remember that it is the value of learning rather than the time spent at a CPD activity which should be reflected when assigning CPD Credits and it is this which will be assessed during an audit. Be honest in critically reflecting on your learning from any CPD activity you engage in.

3. **How many hours CPD should I do?**

   The minimum number of CPD credits which you are required to achieve as part of Statutory Registration is 60 credits over a 24 month period. SCI members are required to achieve a minimum of 30 CPD credits over a 12 month audit period.
4. Is there a limit to how many CPD credits or hours I can put down?

SCI requires you to achieve a minimum of 30 CPD Credits in each membership year, but there is no upper limit to the number of CPD credits that can be recorded.

5. Will my CPD be audited?

SCI will introduce a 12 month CPD cycle beginning in January 2016 and an audit of members CPD will be carried out in 2017 and each year subsequently.

Between 5 to 10% of SCI members will be randomly selected for audit. Further information regarding SCI audit process and criteria are outlined in SCI CPD Policy which is available to download from www.socialcareireland.ie.

6. Who is responsible for making sure I participate in CPD?

Members must take responsibility for the content, relevance and quality of their own professional development in conjunction with their relevant manager and/or employer.

Engagement in CPD will become a statutory requirement once you register with the Social Care Work Registration Board. You will be subject to the registration board’s audit process.

7. Do I have to submit evidence of CPD engagement to CORU?

It is anticipated that the Social Care Work Registration Board will be established in 2015 through CORU. Statutory requirements to engage in and record your CPD will only apply once you become registered with CORU.

SCI in anticipation of this, have introduced CPD requirements for its members to support and prepare Social Care Workers to become familiar with recording and evidencing CPD engagement.

8. Can I use my SCI CPD Portfolio for Social Care Work Registration Board Audit?

SCI CPD Policy has been developed taking cognisance of CORU Framework for CPD. It is expected that SCI CPD requirements will be in line with Social Care Work Registration Board requirements and therefore you should be able to submit your SCI CPD portfolio as evidence of engagement in ongoing professional development if audited by the Social Care Work Registration Board.

9. When does the year start for me to accumulate CPD credits? Does it matter that I did not join SCI in January?

The year to accumulate CPD credits will commence in January and finish in December regardless of when you joined SCI.
10. I have recently returned from Maternity Leave/ career break/ extended sick leave. Will I be exempt from earning CPD credits during that time?

If you are selected for audit by SCI, and are on extended leave, and/or have worked less than three months during the audit period you can apply to SCI for your CPD audit to be delayed due to extenuating circumstances. This will not apply for Social Care Work Registration Board audit and you should review www.coru.ie for more information on this.

11. Does the number of hours I work influence how many credits I require?

SCI, in line with CORU, requires that its members achieve 30 CPD credits in a 12 month period regardless of the number of hours a member may work. The purpose of SCI members engaging in CPD is to continually update their professional knowledge, skills and attitudes for practice. SCI encourages part time workers to obtain CPD requirements that best suit their work week.

12. I am currently unemployed, how do I afford to engage in CPD?

Continuing Professional Development is a very broad term which acknowledges the breadth of activities from which we can learn. You can engage in CPD, at no cost or without incurring significant costs (e.g. reading online journals/research, accessing free course/workshops, becoming a member of SCI or joining a relevant special interest group).

Active engagement in CPD helps to demonstrate your commitment and motivation to prospective employers.

For further queries, contact CPD Officer Social Care Work at cpd@iascw.ie.
Section Eight

Reference List
References


Joint Committee on Social Care Professionals (2002). *Final Report of Joint Committee on Social Care Professionals*. Dublin: HSE.