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Building Awards in Continuous Professional Development using Work Based Learning

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Centre for Excellence in Work Based Learning
What is CPD?

- Participative, multi-disciplinary
- Improving performance at work
- Attract, motivate, retain high calibre staff
- Systematic maintenance, improvement and broadening of knowledge and skill
- Range of learning activities used to develop and maintain professional career
- Ensuring safe, effective and legal practice which evolves in response to change
- Enhances career prospects
- Added value to professional capability
- Develops organisations and teams
- Increase knowledge, skills and personal qualities
- Increasing capability and confidence
A CPD model

- Evidence of development/outcome, assessment criteria
- Align to professional competences and development needs
- Development plan – scope & expected outcomes
- Development record, formal/informal activities
- Development plan – scope & expected outcomes

Model adapted from European Project for the Use of Standards of Competence in CPD for Construction Industry Practitioners, (1997)
Kolb’s Experiential learning cycle linked to CPD model

- Assessing achievement
- Concrete experience
- Reflective observation
- Abstract conceptualisation
- Active experimentation
- Development activities
- Planning
- Review, Analysis
**WBL Definitions**

Work Based Learning is ‘Learning for, in and through paid and unpaid work’

Universities Association for Lifelong Learning (2006)

**IWBL:**

‘WBL is a learning process which focuses University level critical thinking upon work (*paid or unpaid*) in order to facilitate the recognition, acquisition and application of individual and collective knowledge, skills and abilities, to achieve specific outcomes of significance to the learner, their work and the University’.

Middlesex’s WBL Framework

- **Accreditation of Prior Learning**
  - Certificated, EBTA or experiential review/analysis

- **Programme planning**
  - Planning programme content, scope

- **Research and development**
  - Practitioner enquiry (development activities)

- **Project**
  - Appropriate for organisation and learner, assessing achievement
Undergraduate Examples of CPD

- Meeting professional body requirements, e.g. NOS
  - BSc Nursing studies – APCL/ APEL, Projects (20, 30, 40 & 60 credits)
  - Use of shell modules including in-house accredited training to awards, levels 4-6, Cert HE/ Dip HE/ Graduate Diploma

**Short awards**

- in-house training e.g. ‘Management Practice’ within short project shell modules - Certificate, Diploma, Advanced Dip short Uni awards.
- Retail banking sector: accreditation plus project
Post Graduate CPD

• Whole or part awards, mix of taught/ accreditation
  In house/ professional body training, e.g. Leadership, Management, Sports, Orthopaedic programmes
• Use of WBL modules to progress to full Masters, e.g. Research & final project
• Programme developments:
  – Build on accredited CPD provision/ short courses
    - e.g. Market testing for new programme
    - Adapt/ accredit study days/ conference opportunities
    - Upgrade professionals by accrediting mandatory training, e.g. Child protection
Using WBL curriculum across disciplines

- Examples of CPD recognition and development
  - New roles in health care e.g. Clinical Nurse Specialists,
  - Performing arts e.g. dancers
  - Emerging professions: e.g. GP Vets, Nutritionists, Coaches

- Cohorts using WBL programme for own learning and development needs
  - Top up in-house professional programmes, e.g. Met Police specialist training
  - MSc in Professional Networking (Engineering & Information Science)
Framing CPD in WBL

- More work focused
- Trans-disciplinary
- Negotiable content within empty shell modules
- Responsive to work place developments
- Uses knowledge and training from the workplace without duplication of effort, e.g. accreditation
- Flexible deadlines responding to work schedules
- Encourages reflection & transfer of learning from work into work, i.e. Lifelong learning
What does CPD contribute?

**Business**
- Lifelong learning
- Increased quality and performance
- Increased personal and professional skills
- Organisational learning and development objectives
- Flexible workforce development
- Partnership and knowledge transfer
- Accreditation, quality assurance

**Higher education**
- Staff development – customer care
- Relevant and current knowledge and skills
- Partnerships with business
- Potential students
- Programme and university staff knowledge
- Possible work placements
- Income from 3rd stream
- Research opportunities
Implications for Higher Education

• Flexible programmes require flexible delivery!
• Staff development and training required – select appropriate staff
• Use of accreditation – Intellectual property of organisation
• Realistic costs and value; time, educational and subject expertise
• University systems and processes will need adjustment
• Understanding organisational needs
• New time frames for development & delivery
• Research opportunities, but focus on organisation’s needs
• Partnership working, understanding and maintenance; memos of cooperation