Continuing Professional Development – how to make it effective

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Member of the RSS Professional Affairs Committee

RSS Professional Statisticians’ Forum Meeting as part of Members Week
16th October 2018

Webcast of the meeting will be available at
www.rss.org.uk/psf-past-events
Trevor Lewis: career to-date

**University of Bradford**
- Lecturer in Mathematical Statistics 1974/82

**Pfizer (multinational pharmaceutical company)**
- Consulting Statistician 1982/90
- Head of Biometrics 1990/2000
- VP Development Operations 2000/04

**TLwise Consulting Ltd**
- Director and consulting statistician 2004-18
- Primarily providing advice on design, analysis and reporting of clinical trials

**Integration & re-engineering of Pfizer global biometrics organisation, processes and systems 1989/2001**

**Pharma industry-wide stats expert/working groups (ABPI, EFPIA, ICH) 1991/2001**

**Royal Statistical Society**
- VP and Chair of Professional Affairs Committee 1998/2000, 2011/12

**Pfizer mergers & acquisitions (Warner-Lambert, Pharmacia) 2000/03**

**Science Council**
- Chair of CPD learning group 2011-
- Member of Registration Authority 2012-18
What is Continuing Professional Development?

**CPD is the systematic maintenance, improvement and broadening of knowledge and skill and the development of personal qualities necessary for the execution of professional and technical duties throughout the individuals working life.**
Outline of Presentation

What is Continuing Professional Development (CPD)?
The scope of CPD and categories of development activity
Effective at doing what?
Professionalism
The CPD cycle
The Society’s CPD Policy
CStat/CSci revalidation
Some views on effective CPD practice
Pyramid of Knowledge & Skill

Processes
(people, tasks, problems, decisions)

Interpersonal skills
(consultancy, influencing, negotiating, teamwork, leadership, mentoring)

Knowledge of context
(scientific, social, business setting; legal, regulatory, standards framework)

Technical foundation
(problem formulation, methodology development and implementation)
Pyramid of Knowledge & Skill

- Technical foundation: Competence & Confidence
- Knowledge of context: Relevance
- Interpersonal skills: Impact
- Processes: Effectiveness
### Types of CPD activity

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work based learning</td>
<td>e.g. experiential learning, in-service training, secondments, supervision</td>
</tr>
<tr>
<td>Professional activity</td>
<td>e.g. involvement in a professional body, giving presentations at conferences, networking</td>
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<tr>
<td>Formal / Educational</td>
<td>e.g. writing articles / papers, attending training courses or scientific meetings, gaining qualifications</td>
</tr>
<tr>
<td>Self-directed learning</td>
<td>e.g. reading journals, reviewing books / articles, reflective practice</td>
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<tr>
<td>Other</td>
<td>e.g. relevant transferable skills developed through involvement in strategic projects &amp; community work</td>
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RSS CPD Policy – download from [www.rss.org.uk/cpd](http://www.rss.org.uk/cpd)
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CPD – effective at doing what?

- Developing your professional skills and knowledge for own satisfaction
- Assisting with your career development or a possible career change
- Demonstrating your professionalism to clients and employers
- Fulfilling your obligations under a professional Code of Conduct
- Retaining your professional status (CStat, CSci) with professional body (RSS)
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Professionalism

Expectations of a professional

• Being trustworthy, ethical, up-to-date and competent

Adhering to a Code of Conduct

• Working in the public interest
• Obligations to employers/clients
• Obligations to the profession and the Professional Body
• Professional competence & integrity

Model of ‘Professionalism in Science’ developed by the Science Council

• Technical competence
• Ethical competence
• Engagement in CPD and reflective practice
True Professionalism:
the courage to care about your people, your clients and your career

by David H Maister (Simon & Schuster, 1997)

The courage to care about your people, your clients and your career

Losers
Cruisers
Dynamos
Losers, Cruisers and Dynamos

Losers
- Do not meet the basic standards of quality, client service and hard work
- Are working in a ‘dying practice’ area
- Have disruption in their personal or professional life

Cruisers
- Fully competent, work hard, do good work, take care of their clients
- Experts at repetitive work, but not going anywhere
- Do well for the time being living off existing skills; will be overtaken by others
- Have a job, not a career

Dynamos
- Have a personal strategic plan
- Work to learn something new, continually adding new skills and knowledge
- Find ways to get out of the flow of repetitive work
- Pursue active career development and continuous self-improvement
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The CPD Cycle

Assessment
- What do I need to do now (change to practice, further development)?

Evaluation
- What have I learned? How can it benefit my practice?

Planning
- How can I develop the required skills and knowledge?

Action
- Undertaking activities to enhance knowledge and performance.
Career Planning and Development Planning

Career Plan
- Maps out long-term and more immediate objectives and how you want your life and work to fit together.

Development Plan
- Maps out the skills, knowledge and experience gaps for the different steps along the way and how you will address them.
<table>
<thead>
<tr>
<th>What area/skills do you need to develop?</th>
<th>What action are you going to take? (E.g. experiential, coaching or training activity)</th>
<th>When?</th>
<th>Expected learning outcomes?</th>
<th>Actual outcome &amp; any next steps?</th>
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The Society’s CPD Policy

Focus on Output rather than Input

**Input**

Input measured CPD counts the number of hours spent or points/credits gained on CPD activities.

Measures the extent of the learning activities, rather than quantifying the learning achieved by the participant.

**Output**

Output measured CPD focuses on the learning achieved by the participant and the impact on their professional practice.

The Society’s CPD policy has 2 output measures;
- learning hours
- reflection on benefits
Learning Hours & Reflective Practice

Learning Hours = (Actual Hours) × ("CPD Value", in range 0–1).
"CPD Value" is a personal assessment of the learning value of the activity to the individual.

Reflective Practice in CPD involves documenting the benefits to self and users.
It improves the effectiveness of the learning, its impact on professional practice and the identification of future development needs.
The Society’s CPD Policy

In each 12-month period

At least 60 learning hours

Activities from at least 3 of 5 categories

- Work-based learning, professional, formal/educational, self-directed learning, other

Reflection on benefit

- To self (specific skills and knowledge gained)
- To users of your work (employer, clients, colleagues, students, etc)

Download CPD Policy from www.rss.org.uk/cpd
# RSS CPD activity summary

<table>
<thead>
<tr>
<th>CPD Activities over the 12 month period ....</th>
<th>Career status (include a brief description of job role over the 12 month period)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category</strong></td>
<td><strong>Description of activity</strong></td>
</tr>
<tr>
<td>Work-based learning</td>
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<tr>
<td>Professional activity</td>
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<tr>
<td>Formal/educational</td>
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<tr>
<td>Self-directed learning</td>
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<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>&gt;60</td>
</tr>
</tbody>
</table>

Recommended formats: - the above ([www.rss.org.uk/cpdprofiles](http://www.rss.org.uk/cpdprofiles))
- online CPD system accessed via MyRSS.
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Retaining professional status (CStat/CSci)
The basis of revalidation

Professionals are Trustworthy, Ethical, Up-to-date & Competent

Adherence to the Society’s Code of Conduct
- Working in the public interest
- Obligations to employers/clients
- Obligations to the profession
- Professional competence & integrity

Compliance with the Society’s CPD Policy
- Maintenance, improvement and broadening of knowledge and skill
- Maintenance of records of CPD activities and reflective practice
## Revalidation processes

<table>
<thead>
<tr>
<th>CStat only</th>
<th>CStat &amp; CSci</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong><a href="http://www.rss.org.uk/cstat-revalidation">www.rss.org.uk/cstat-revalidation</a></strong></td>
<td><strong><a href="http://www.rss.org.uk/csci-revalidation">www.rss.org.uk/csci-revalidation</a></strong></td>
</tr>
<tr>
<td>• Revalidation normally takes place on a 5-year cycle for those who are professionally active.</td>
<td>• Revalidation takes place annually and serves revalidation needs of both awards.</td>
</tr>
<tr>
<td>• If <strong>not</strong> professionally active can retain CStat without undertaking revalidation; and professional register indicates career break, career change or retired.</td>
<td>• If (permanently) <strong>not</strong> professionally active need to relinquish CSci status.</td>
</tr>
<tr>
<td>• Submit a declaration &amp; CPD summary on 5(^{th}) year of cycle; and possibly be audited.</td>
<td>• Make declaration each year; and possibly be selected for audit.</td>
</tr>
</tbody>
</table>

**Audit:** Submit a CPD summary and a completed Revalidation Form
Information required for audit

Career status summary

CPD summaries from the relevant year(s)

A reflective account of how CPD activities have supported skill/knowledge development and service delivery

List of supporting information/reference that could be provided on request
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- Some views on effective CPD practice
Some views on effective CPD practice (1)

- Have a Development Plan in place and periodically review and refine it.
- Integrate the DP review with your organisation’s performance appraisal and goal setting process.
- Include activities in the DP that link with your current role & objectives; but retain a balance between ‘urgent’ and ‘important’ activities.
Some views on effective CPD practice (2)

Record the CPD activities you have undertaken on a regular (at least monthly) basis.

Ensure measurable outcomes are defined and assessed.

Summarise your CPD activities and reflect on the benefits gained (at least annually).

Ensure coaching/mentoring is in place to support your development.
Thank you
Any Questions?
Professional Statisticians’ Forum (PSF)

For information on future meetings go to www.rss.org.uk/psf

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