

CPD profile

- 1.1 Full name:** Educator
- 1.2 Profession:** Speech and language therapist
- 1.3 Registration number:** SL1234

2. Summary of recent work/practice

I work in the Department of Speech and Language Therapy (SLT), at the University of ... as a lecturer. I started working here 12 months ago, and prior to that I worked as a senior therapist with the Children's Service. My key responsibilities are to teach undergraduate SLT students, and to visit them on clinical placements and to liaise with their clinical supervisor. I am also the admissions tutor for the programme. My specialist teaching areas are autism, learning disabilities, specific language impairment. I also teach on the child development course. As a new lecturer I have a remit to undertake research as well. I work closely with other members of the university team here, and also with the clinical co-ordinators and therapists who take our students. I also liaise with the Registry staff over university applications. I am also a tutor to 10 students and am their first point of contact for academic and pastoral care.

Total words: 150
(Maximum 500 words)

3. Personal statement

I use the Royal College of Speech and Language Therapists' (RCSLT) online CPD diary to keep an ongoing record of my CPD activities (Example 1). The diary gives a summary of all the CPD activities I have undertaken and maps these against the HCPC categories, providing evidence of the range of CPD activities I have undertaken during the last two years. HCPC requires me to undertake a range of CPD activities – work based, professional, self directed and formal. In planning my CPD each year, I have tried to make sure that I have undertaken CPD in each of these categories. During my first year, I undertook more self-directed and formal learning activities, as I was in a new job and therefore was on a steep learning curve. However, during my second year I began to undertake more work based learning activities, and to become involved in professional activities as I became more confident in my role as a lecturer.

Example 1 provides evidence of how I have met HCPC's Standard 1 and 2.

I have selected six CPD activities from my diary which illustrate how I have met Standards 3 and 4, as they have had a direct impact on the quality of my work and on the students I teach.

Induction course for new lecturers (Example 2 formal educational activity)

This course was spread over several months, totalling six days formal teaching and two further days self study. The course covered a range of topics, including an introduction to university policy and procedures, teaching and assessment techniques, admissions processes and an opportunity to role play teaching with other new lecturers. Although I had taught parents and teachers as part of my work, I had not taught students before and I felt quite apprehensive about the experience. The role play gave me an opportunity to try out different teaching methods, and to identify areas where I would need more focussed study. As a result of this course, I identified proficiency at PowerPoint presentations as a learning need in my next personal development plan (PDP). I also learnt that being a lecturer involved learning many different teaching techniques and is not just about being able to stand in front of a class of students and talk about a subject you love. It is about developing listening and group facilitation skills, about understanding assessment criteria and how to apply them, and being clear about standards of achievement in relation to my subject areas. It is also about collaboration, not just with lecturers in SLT, but staff from other disciplines and other universities as well. I feel that my skills and experience as a therapist, particularly in relation to counselling will be relevant to my role as academic and pastoral tutor.

Attendance at Autism Special Interest Group (Example 3 professional activity)

I attended this study day in July 2012. It was my first shared learning experience with colleagues since I started at the university. Two speakers gave excellent updates on their subject; one on a new therapy technique and the other on ways of measuring the outcome of therapy with young people with autistic spectrum disorders (ASD). Both these speakers gave me new information which I will incorporate into my third year teaching. The last speaker I did not feel gave me anything new. I also benefited from meeting old colleagues during the breaks. I feel that regular contact with colleagues is an important part of my work, as I need to keep up to date with developments in the NHS and education services, and to know what therapists are dealing with on a day to day basis. I talked to several about clinical placements and the shortage of placements, especially in ASD. One therapist said she would be able to offer a placement in the autumn term. I did feel slightly removed from my colleagues, and wondered when I would be able to start doing some 'hands-on' therapy again. The university has a clinic, but it isn't really suitable for the client group I work with. One of my objectives for next academic year is to start my research, which will allow me to work directly with clients again.

Mentoring session (Example 4 work based)

When I started in my new job, I was pleased to hear that the university had a mentoring scheme for new lecturers. Initially, I was allocated a mentor from the Psychology Department, but she did not contact me despite my attempts to arrange meetings with her so I asked my Head of Department if I would have another mentor. He suggested someone from the SLT Department. We began meeting once a month, and used our own version of the mentoring form provided by RCSLT. I found the sessions helped me to focus on my teaching and assessment skills, and gave me the opportunity to ask for help where I felt I needed it. I was particularly under confident when I had to run small group seminars, and when I had to mark essays. My mentor was helpful with both these, and gave me practical ideas of what I could do. This activity has contributed directly to the quality of my teaching practice.

Student feedback (Example 5 quality assurance exercise)

The first time I gave a class of 35 students a feedback form I was quite anxious about it. This was the first time my skills as a teacher had been formally assessed. The first page in Example 5 is the first evaluation, and the second shows the ratings a year later. I was pleased to see that my ratings improved! I knew that during the first term I was not always clear in my presentation, and my classes often overran. This came out in the student evaluations. However, by the following year, I felt I had more of an idea of how to pace each lecture and leave room for questions. The evaluations included helpful comments on particular topics as well, which I have incorporated into my lecture notes for next year. This activity has helped me to improve my lecturing skills and therefore contribute to the quality of my work.

Personal Development Plan (PDP) (Example 6 work based learning)

I have completed two PDPs since April 2011. They summarise my learning needs and learning activities. Completing a PDP has always been a positive experience for me, although I have often found that I have only achieved some of my objectives by the end of the year. During my first year as a new lecturer I wanted to become familiar with university policies and procedures, to develop my skills as a teacher and to keep up to date with developments in my clinical areas. I also wanted to develop skills required to be the admissions tutor, as this was a new area of work to me. I feel I have made progress in all these areas during the year, and have benefited from the support of my Head of Department. The majority of my learning objectives in the first year related directly to improving the quality of my teaching and therefore are of benefit to my students.

Research proposal (Example 7 work based learning)

During my second year as a lecturer, one of my learning objectives was to undertake research. In my PDP for that year, I identified various learning needs in relation to research. I had limited experience of undertaking any

research, but had co-ordinated a number of audits when I worked as a clinician. I spent time reading books and articles on research methods, and received some helpful advice from one of the psychology lecturers, who has an interest in learning disabilities and has undertaken numerous research projects. He advised me to begin with writing a proposal which outlined the basic research question, the methodology and the practicalities of carrying out the research. I am also looking into taking a course on research methods which is run for post graduate students at the university. I also wrote a review of the literature in this area. This is just a starting point, but I hope that over the next year I will be able to undertake some pilot work and gain more experience as a researcher. I particularly want to develop skills in undertaking qualitative research. This CPD activity relates to my objective to develop skills as an academic SLT, who can in time contribute new knowledge to my clinical area and thereby benefit children with learning and communication disabilities. This development may well change the focus within my scope of practice, as I become more confident in my skills and abilities as a researcher.

Total words: 1390
(Maximum 1500 words)

4. Summary of supporting evidence submitted

Evidence number	Brief description of evidence	Number of pages, or description of evidence format	CPD Standards that this evidence relates to
1	RCSLT Online diary record	5 pages	Standard 1,2
2	Induction course for new lecturers	1 page course outline and completion certificate	Standard 3
3	Attendance at Autism SIG	1 page	Standard 3
4	Mentoring session	6 pages	Standard 3
5	Student feedback	2 pages	Standard 4
6	PDP	4 pages	Standard 3,4
7	Research proposal	10 pages	Standard 3,4