



# **Hillingdon Educational Psychology Service Continuing Professional Development Policy**

**Draft (06/09/2021)**



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## **Rationale**

Hillingdon Educational Psychology Service (EPS) aim to provide a high-quality psychological service to children, young adults, their families, schools, and settings. In order to do this, there is a need to continually develop the psychological skills and knowledge both of Hillingdon EPS as a whole and of individuals within it. This will ensure that EPs' work is based on current best practice, underpinned by the most recent and empirically supported theory and evidence.

Professional development needs are usually identified through supervision, appraisal and service development discussions. Please refer to Hillingdon policy on supervision, and Local Authority guidance on appraisal procedures. Practitioner psychologists registered with the Health and Care Professions Council (HCPC) should read appropriate documents and comply with HCPC standards for CPD. Educational Psychologists new to the service are offered a comprehensive induction programme, please see 'Hillingdon EPS Induction Policy'.

## **Purpose**

Hillingdon EPS recognises the importance of supporting continuing professional development activities in order to improve and maintain the quality of practice, provide quality assurance for clients, and to promote career development. All Educational Psychologists have entitlement to high quality continued professional development activities (CPD), and access to an equitable system to enable them to attend appropriate professional courses. Educational Psychologists are encouraged to undertake CPD to support the development of specialist knowledge which can be drawn upon by Local Authority staff, Hillingdon EPS Management and EPs. Specialisms often relate to EPs particular responsibilities, (e.g. working with young people on the autistic spectrum, those who have a sensory impairment, or work with Looked After Children) although this is not a requirement.

## **Guidelines**

All Educational Psychologists who are employed for more than the equivalent of three days a week will participate in regular peer supervision sessions. (what is our position) All Educational Psychologists will participate in regular supervision and appraisal at which professional development needs will be identified, including the growth of specialisms and a CPD plan will be discussed. Please see Appendix 1 for 'Hillingdon EPS Personal

**Development Plan**<sup>1</sup>-do we need to include this in appraisal or line management meetings?

## **HCPC Standards**

All practitioner psychologists need to be able to provide evidence of meeting the five HCPC standards for CPD:

**Standard 1:** To maintain a continuous, up-to-date and accurate record of CPD activities.

**Standard 2:** To demonstrate that CPD activities are a mixture of learning activities relevant to current or future practice.

**Standard 3:** To seek to ensure that CPD undertaken has contributed to the quality of practice and service delivery.

**Standard 4:** To seek to ensure that CPD undertaken benefits the service user.

**Standard 5:** EPs must present a written profile containing evidence of CPD undertaken on request from HCPC (see Appendix 2). Please refer to <https://www.hcpc-uk.org/cpd/>

## **Time Allocation**

The need for all Educational Psychologists to undertake CPD is recognised in the service time allocation framework. In addition to service CPD activities including peer supervision sessions, it is expected that EPs will construct a CPD plan, allocating up to **six days** (pro rata) a year. The British Psychological Society stipulates that CPD activities should not amount to less than forty hours per year (approximately six days). The Association of Educational Psychologists guidance is that a minimum of twelve days is allocated for CPD activities. The HCPC does not specify a time requirement. Where an EP is undertaking a doctoral research programme, agreed by Principal Educational Psychologist (PEP), there will be individual discussion around how to time cost and manage this.

## **CPD Activities**

Educational Psychologists should seek to undertake the full range of different activities maintaining a balance between directed and self-directed CPD. CPD encompasses a broad range of activities which may include:

- Hillingdon EPS service development days
- Attendance at appropriate courses and/or conferences
- Participation in professional and peer supervision
- Shadowing and observation
- Reflection on practice
- Preparation for training/INSET
- Reading
- Book reviewing
- Research, writing and publications
- Joint work with EPs and/or other professionals
- Contribution to local and national interest groups
- Opportunities to take on aspects of work outside main role

(See HCPC booklet 'Your guide to our standards for CPD' for an extended range of examples of CPD activities). <https://www.hcpc-uk.org/cpd/>

### **Identifying and Recording CPD Priorities**

Planning CPD will enable EPs to ensure their effectiveness in their current role, prepare them for future Hillingdon EPS roles and to identify and support future career goals. CPD forms part of the system of supervision and appraisal operating across Hillingdon EPS. Individual and Hillingdon EPS professional development needs are identified in relation to:

- HCPC standards of proficiency for practitioner psychologists
- National Occupational Standards for psychologists (Appendix 3)
- Issues arising from supervision, daily work and appraisal.
- Priority areas for Hillingdon EPS Development.
- Increasing awareness of ethical and legal dimensions of practice.
- Government and Local Authority/Children's Services policy and initiatives.
- Changes in legislation.
- Recent developments in the application of psychology in education and the community.
- Changing social patterns and the diversity of the community served in order to ensure that equality of opportunities is maintained.

Educational Psychologists need to keep a record of CPD. They may wish to use formats devised by HCPC (see Appendix 2 for an example). Alternatively, or in addition, EPs may

wish to use the Hillingdon EPS proforma which uses the HCPC standards as its framework (see Appendix 4 for examples). Each service has a service CPD/HCPC folder on the central database. Within this, each EP has their own files to record CPD using the Hillingdon EPS proforma.

## **Course Attendance**

Educational Psychologists should identify appropriate courses/conferences and discuss in supervision. Once a course has been selected, the course application form, and Hillingdon EPS 'Course Attendance: Request and Evaluation Form' (Appendix 5) should be completed and forwarded to the **Supervisor/Line Manager** (who is more appropriate, currently CPD agreements are in the line mgt area; however, if discussions are happening in the supervision, what is the best way to address it). This procedure should be followed whether or not funding is being requested. All requests for funding are considered jointly with the **Supervisor** and PEP. Once attendance and funding has been agreed, EPs should forward the Hillingdon EPS course attendance form and course application form to the relevant administrative officer to complete the 'Expenditure Form' (Appendix 6). They will arrange for the course application to be made and for course fees to be paid and will enter details on the Hillingdon EPS Service Course Attendance Log. An abbreviated version of the log, showing details of EP and course attended will be emailed to EPs on a termly basis. This will enable EPs to contact course attenders for further details and copies of handouts etc.

## **Allocation for CPD Budget**

Hillingdon EPS will provide allocated CPD funding for the team. The amount of funding available is dependent upon service budget that may vary from year to year. Decisions regarding funding for CPD will be made by the PEP

In order to ensure that funding is distributed and used appropriately, the following criteria will be used, in a descending scale of priority:

- a) To develop skills, knowledge and understanding in order to meet Hillingdon EPS objectives.
- b) To develop 'core' psychological skills in relation to specific EP roles and responsibilities.
- c) To present a paper or lead a workshop.
- d) To develop psychological skills and knowledge which are relevant and of interest

and can be fed back to other team members.

Where there are a number of requests to attend a particular course, priority will be given to those:

- For whom criteria (a) and (b) particularly apply.
- Where it is less likely that other similar courses on the topic will be available.
- Who have not attended a similar course recently.
- Who have allocated funding to use.

### **Evaluation and Feedback**

Educational Psychologist evaluation of the course attended and reflection on how learning has enhanced practice contributes to professional development. Please discuss this at supervision and peer supervision meetings. Where high quality and relevant courses have been attended, feedback can provide valuable service development both for the team and facilitate EPs' awareness of current developments in educational psychology. EPs are expected to indicate on the 'Course Attendance Request and Evaluation Form' PART B, Appendix 5, what form of feedback would be most appropriate.



## **Appendices**

Appendix 1. Personal Development Plan – Template

Appendix 2. HCPC CPD Profile

Appendix 3. National Occupational Standards for Applied Psychologists

Appendix 4. Hillingdon EPS CPD/HCPC Log Examples

Appendix 5. Hillingdon EPS Course Attendance: Request and Evaluation Form

Appendix 6. Hillingdon Children and Young People Services Above £500 Request for  
Expenditure Approval



## Appendix 1

### Personal Development Plan: Template

What are my development objectives?	Priority	What activities do I need to undertake to achieve my objectives?	What support/resources do I need to achieve my objectives	Target date for achieving my objectives	Actual date of achieving my objectives

Review Date:					



## Appendix 2 HCPC CPD profile

1.1 Profession: Write your profession here

1.2 CPD number: CPD1234

### 2. Summary of recent work/practice

Summary of work practice goes here. This box will expand as you type into it.

(Maximum 500 words)

### 3. Personal statement

Your statement identifying how you have met the standards goes here. This box will expand as you type into it.

(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	Eg: 'Your first piece of evidence should be a list of all CPD activities undertaken in the last two years'	Eg: '3 pages', 'print out of CPD activities'	Standard 1
2			
3			

4			
5			
6			
7			
8			
9			
10			
11			

'We have produced two different versions of this CPD profile form. You can use whichever one you prefer. This one can be downloaded so that you can complete it electronically, using Word for example. The other form has been designed to be used in hard copy, so you can hand-write it to complete it. This is available upon request and is included in the CPD profile request pack.'

### Appendix 3

National Occupational Standards for Applied Psychologists

(<http://www.bps.org.uk/professional-development/nos/units.cfm>)

1. **Ethics** Develop, implement and maintain personal and professional standards and ethical practice.
2. **Practice** Apply psychological and related methods, concepts, models, theories and knowledge derived from reproducible research findings.

3. **Research and Evaluation** Research and develop new and existing psychological methods, concepts, models, theories and instruments in psychology.
4. **Communication** Communicate psychological knowledge, principles, methods, needs and policy requirements.
5. **Training** Develop and train the application of psychological skills, knowledge, practices and procedures.
6. **Management** Manage the provision of psychological systems, services and resources.

The first four Key Roles are common to all chartered psychologists and they must be able to relate CPD to cover at least some aspect of each of these.



## Appendix 4

### Hillingdon EPS CPD/HCPD Log Examples

#### HCPD CPD LOG

Angelina

#### FORMAL/EDUCATION - STANDARD 1 AND 2

<ul style="list-style-type: none"> <li>Courses/Seminars</li> <li>Writing articles</li> </ul>		<ul style="list-style-type: none"> <li>Research</li> <li>Planning or running course</li> </ul>		<ul style="list-style-type: none"> <li>Attending Conference</li> </ul>
Activity	Date	Hours	Standard 3 Contribution to Service Delivery	Standard 4 Benefits to Service User
<b>DECP Annual Conference</b>		<b>12</b>	Contributing to professional knowledge (specify) Knowledge of evaluation of EP contribution to outcomes	Evaluation to inform evidence-based practice. I am more able to demonstrate impact of my contribution
			Acquisition of new knowledge/skills to be disseminated: I have developed knowledge and skills in use of CBT and will disseminate to team.	I am now providing CBT to children and their parents
<b>Planning and running dyslexia course</b>		<b>6</b>	I have updated my knowledge of contemporary thinking and research re	Training provided to update teachers on dyslexia and effective interventions.

			dyslexia and planned the course on this knowledge.	Training has been positively evaluated.
<b>In borough safeguarding course</b>		<b>3</b>	I am knowledgeable and more confident in working with schools and families where there are safeguarding issues.	I have supported and provided information on procedures to school staff where there have been safeguarding issues.

## HCPC CPD LOG

### PROFESSIONAL ACTIVITY - STANDARD 1 AND 2

Angelina

<ul style="list-style-type: none"> <li>• Involvement in Professional Body</li> <li>• Specialist Interest Group</li> <li>• Teaching/Examiner/Tutor</li> <li>• Conference presentation</li> <li>• Organising courses</li> </ul>				
Activity	Date	Hours	Standard 3 Contribution to Service Delivery	Standard 4 Benefits to Service User
Attended EP visual impairment group		3	I have developed knowledge of arrangements to support transfer between settings for pupils with visual impairment.	Enhanced knowledge and skills used in case work where there are transitions.



			This knowledge has been disseminated at a team meeting.	
Dyslexia working party		8	Devised updated local authority policy on dyslexia for consultation.	Information and clarity provided to professionals, parents and teaching staff on assessment, intervention and roles and responsibilities.

## HCPC CPD LOG

## SELF DIRECTED - STANDARD 1 AND 2

Angelina

<ul style="list-style-type: none"> <li>• Reading articles</li> <li>• Reviewing books</li> <li>• Update knowledge – TV/Internet</li> </ul>				
Activity	Date	Hours	Standard 3 Contribution to Service Delivery	Standard 4 Benefits to Service User
Read Rose Report (2009) and Brooks (2007) What works for pupils with literacy difficulties. Report for DCSF.		8	Updated knowledge on assessment and effective interventions for dyslexia to be disseminated to team on next service development day.	Service delivery regarding dyslexia based on contemporary evidence-based practice.
Read AEP booklet: 'The role of Educational Psychology in safeguarding and child protection in the UK (2009.)		2	I have new knowledge of how EPs can contribute to safeguarding and child protection – a priority area for service development	Enhanced service delivery regarding child protection and safeguarding.

Internet search and reading of material on selective mutism			Knowledge of effectiveness of different interventions  New knowledge of resources for use by professionals	Case work consultation based on contemporary evidence-based practice.
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## HCPC CPD LOG

### WORKBASED LEARNING – STANDARD 1 AND 2

Angelina

• Peer Consultation	• Committee representation	• Secondments	• INSET	• Supervising staff or students
• Role expansion	• Project	• Learning for knowledge & skills framework		
<b>Activity</b>	<b>Date</b>	<b>Hours</b>	<b>Standard 3</b> <b>Contribution to Service Delivery</b>	<b>Standard 4</b> <b>Benefits to Service User</b>

Discussed case in peer consultation		1	Better understanding of selective mutism and more confident in strategies to be used	<p>School responsive to process and strategies and have put intervention in place appropriately.</p> <p>Pupil showing increased participation</p> <p>Help prevent social exclusion</p> <p>Direct benefits in each of 5 ECM areas</p>
Supervision of Yr 1 TEP block placement			Providing supervision to Trainees entering the profession	TEP reports finding supervision helpful
Discussed case in peer consultation		1	Discussed colleague's complex case	Colleague reports finding peer consultation very useful.
Service development sessions on consultation		4	Developed core skills – aware of consistency of practice within team and key features of consultation.	Evaluating and reviewing practice quality control – reviewing of good practice.
Provided training on bereavement and loss for school staff		3	Sharing professional knowledge and expertise to enhance provision to service users.	<p>Training positively evaluated.</p> <p>Direct benefits in each of the 5 ECM areas.</p>



## Appendix 5

### Hillingdon EPS Course Attendance: Request and Evaluation Form

#### PART A

**EP:**

**Date:**

**Title of course/conference:**

**Venue:**

**Dates and length of course:**

**Cost**

Please complete and return to CPD coordinator

**How does this course relate to your CPD Plan and Hillingdon EPS objectives?**

**How do you expect attending this course will assist your professional development and benefit users of Hillingdon EPS services?**



**Response from Supervisor/PEP**

**Date:**

If agreed, please pass to the relevant office administrator for booking and invoicing.

## **PART B**

**EP:**

**Title of Course/Conference:**

Feedback from high quality courses makes a valuable contribution to service development.



Please consider what feedback you think would be most appropriate:

Contribution to Service Development Session

☐

Team Meeting

☐

Contribution to Peer Supervision Session

☐

Circulation of handouts/notes

☐

Please return PART B to the **Supervisor/Line Manager** after the training.

## Appendix 6

Early Intervention, Prevention, Special Educational Needs and Disabilities Services

### Children and Young People's Services

#### Above £500 Request for Expenditure Approval

<b>1. Expenditure Request Number:</b>			
<b>2. Expenditure Request Date:</b>			
<b>3. Expenditure Amount Requested:</b>			
<b>4. Purpose of Proposed Expenditure:</b>			
<input type="checkbox"/>	Agency staff employed hours	<input type="checkbox"/>	External contractor/service provider charge
<input type="checkbox"/>	In-service training/workforce development	<input type="checkbox"/>	Programme delivery equipment
<input type="checkbox"/>	Programme delivery materials/consumables	<input type="checkbox"/>	Off-site programme activity
<input type="checkbox"/>	On-site programme activity	<input type="checkbox"/>	Residential programme activity
<input type="checkbox"/>	Staff additional employed hours	<input type="checkbox"/>	Staff training/workforce development
<input type="checkbox"/>	Travel Costs	<input type="checkbox"/>	Volunteers capacity-building training
<input type="checkbox"/>	Other (define):		
<b>5. Business Case / Justification for Proposal:</b>			
<i>5.1 What resources will the proposed expenditure provide?</i>			
<i>5.2 Why is the expenditure essential to the delivery of the commissioned programme?</i>			



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*5.3 If the proposal is not approved, what will the impact be on the commissioned programme?*

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#### 6. Confirmation of Request:

*"I confirm we have the financial resources within the stated cost centre / account code to commit this expenditure, in line with standing orders and current instructions."*

Requesting Officer's Name:	
Requesting Officer's Post:	
Requesting Officer's Unit:	
Expenditure Requested:	
Cost Centre Number:	
Account Code Number (s):	

#### 7. Service Approvals:

7.1 Officer Name - Post Title, Service Title	<input type="checkbox"/>	Approved	Signed:
	<input type="checkbox"/>	Not Approved	Date:
7.2 Officer Name - Post Title, Service Title	<input type="checkbox"/>	Approved	Signed:
	<input type="checkbox"/>	Not Approved	Date:

8. Corporate Approvals:			
<b>8.1 Assistant Director , Early Intervention, Prevention and SEND Services</b>	<input type="checkbox"/>	Approved	Signed:
	<input type="checkbox"/>	Not Approved	Date:
Comments:			
<b>8.2 Peter Malewicz - Finance Manager, Education and Children's Services</b>	<input type="checkbox"/>	Approved	Signed:
	<input type="checkbox"/>	Not Approved	Date:
Comments:			