

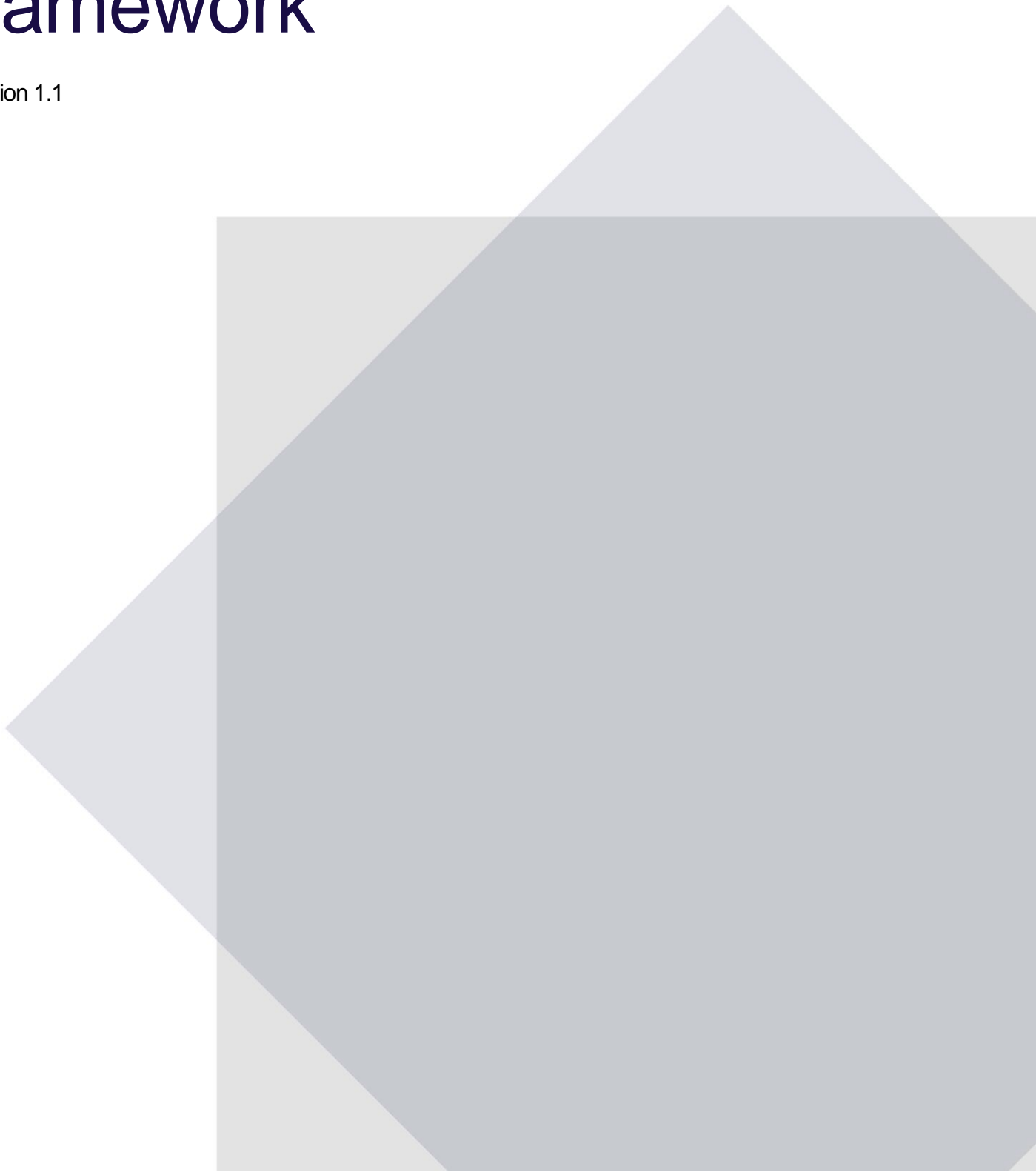


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College of Policing CPD framework

Version 1.1



Purpose

This document explains the College of Policing's continuing professional development (CPD) framework. It should be read by all policing professionals.

This document should be read in conjunction with:

- CPD toolkit
- role-specific CPD
- national CPD.

Introduction

The College of Policing has designed and developed a CPD framework for policing to help you **maintain** and **enhance** your competence throughout your career.

The CPD framework consists of:

- CPD definition
- CPD model
- role-specific CPD
- national CPD
- CPD toolkit.

What is continuing professional development?

The College of Policing defines CPD as:

'A range of learning activities through which you can **maintain** or **enhance** your capacity to practise legally, safely, ethically and effectively.'

Maintaining involves you taking personal responsibility to ensure that you keep your knowledge and skills up to date, in line with any changes to legislation or practice advancements and in line with existing national standards for your role. These standards include the national occupational standards, standards of authorised professional practice and learning standards within the national policing curriculum.

Enhancing emphasises that the purpose of CPD activity should not be restricted to maintaining competence. CPD supports the notion of lifelong learning. It should, therefore, be a personal commitment to continuously seeking to improve, either within the scope of an

existing role or to support career progression.

The concept of CPD is not new. It is likely to be something you already do informally and spontaneously every day, although you may not recognise these activities as CPD. CPD does not have to be formal, time-consuming or costly in order to add value to your development. Over recent years, CPD has become an integral requirement of most professions. This is because developing knowledge, skills and behaviours has a key role to play in the competence of every level of the workforce. It ensures they have the required skills to enable them to do their jobs to the best of their ability and to keep up to date with current practice and thinking.

Why CPD?

CPD is part of a lifelong learning strategy which will help you meet the requirements of your role. It will help to ensure that you are able to **maintain** and **enhance** your competence throughout your career. CPD can benefit you by:

- building your confidence and credibility – you will be able to see your progression by keeping track of your development
- enabling you to showcase your achievements – evidence gathered as part of the CPD process can be used during professional development reviews (PDRs)
- helping you achieve pay progression, where applicable
- helping you succeed in competency assessments
- helping you achieve your career goals by giving your development activities focus
- helping you respond to the changing demands of policing by continually updating your knowledge, skills and experience
- supporting productivity and efficiency by enabling you to reflect on your learning and identify areas of development and potential.

In addition, CPD can benefit policing as a whole by:

- recognising the development of police officers and staff and, therefore, improving morale
- maximising the potential of all police officers and staff by linking learning to actions and theory to practice
- linking training and development to policing needs

- adding value – CPD supports reflective practice which, in turn, will help police officers and staff apply learning to their role and to developing policing as a profession through sharing good practice
- linking CPD to PDRs
- supporting the recognition of the professional skills of policing by other professions and the public
- improving public trust and confidence in the police service.

College of Policing CPD model

The College has designed a CPD model for policing which can be implemented at all levels of policing, regardless of your rank and role. The CPD model aims to illustrate the four key areas that you should take into account when you consider your CPD needs.



Figure 1: College of Policing CPD model

The four areas are:

- **Individual:** You are at the heart of the College's CPD model. This enables you to personalise your development. You should ensure your CPD is relevant to your

existing knowledge and skills as well as your development ambitions. The model's aim is to empower you to take ownership of your professional development and to support you in taking personal responsibility for driving your development forward. Your existing knowledge, skills, experience and personal ambitions should assist you in determining where your CPD should be focused against each of the other areas of the College's CPD model.

National: National CPD is made up of topics for development relevant to everyone working in policing and is intrinsically linked to national policing priorities. Topics are aimed at supporting learning and behavioural change and are:

- personal responsibility for CPD
 - personal resilience and wellbeing
 - leadership.
- **Role:** working with key stakeholders and subject matter experts, the College will identify role-specific CPD for every role in policing. These aim to help you **maintain** and **enhance** your competence in your role.
 - **Local:** This component of the model represents CPD which has been determined by forces locally. This could include activities identified in policing plans, it could be in relation to targeting a particular type of crime, or your force may have introduced a new IT system that requires upskilling all staff.

Using the College CPD framework

Using the CPD toolkit

The College's CPD toolkit will help you take ownership of your professional development.

The toolkit explains the stages of the CPD cycle and includes resources to help you. It also provides help on setting objectives, some examples of CPD activities and how you might record your development. While the CPD process itself can be rewarding, it is the end result that is the most significant and meaningful.

The College of Policing has designed a CPD cycle in four stages:

- self-awareness
- planning
- action
- reflection.

By working through the above four stages, you will ensure that you:

- review your current strength, skills, knowledge and behaviours and identify your CPD needs
- identify relevant learning and development activities and an appropriate timeframe within which to address these
- create a plan to address your CPD needs, including how to select preferred learning and development opportunities
- record your CPD
- reflect on the impact of your CPD.

The CPD toolkit should be used in conjunction with CPD model, role-specific CPD and national CPD topics listed on the College website.

Using the CPD model

You should use the College's CPD model to help you to determine your areas for development. You are not expected to plan your CPD in four equal parts. Your existing knowledge, skills, experience and development ambitions may mean your CPD focuses primarily on your role, whereas a colleague in a similar role might make national CPD their focus. There is no right or wrong CPD plan but you should try to ensure you cover all four areas of the model when planning your CPD.

Role-specific CPD

Role-specific CPD is included in the main professional profile for each role. It will help you formally identify and plan your CPD. Role-specific CPD is being designed for every role in policing. It is neither prescriptive nor exhaustive but will help you direct your CPD to **maintain** and **enhance** your competence. Role-specific CPD explains the competency requirements for each role and identifies relevant CPD topics for that role. It signposts you to existing resources, materials and learning programmes which you can access in order to

carry out your CPD. Where relevant, it also supports the requirements of professional registers.

The level and nature of your response to national and role-specific CPD may vary depending on your rank, role, knowledge, skills and experience and, of course, your CPD plan.

Role-specific CPD is **not** intended to be used as a checklist. CPD is an ongoing process. It is not always about achieving an overall goal or aim – the steps taken along the way towards a goal are equally significant. As such, CPD **does not** equate with hours or CPD points. This is because hours and CPD points do not measure the benefit you have taken from your CPD.

The most important aspect of CPD is reflecting on and understanding what you have achieved by completing a CPD activity and how this has helped you **maintain** or **enhance** your competence. Role-specific CPD is a resource which can be used alongside any unplanned or spontaneous CPD activities you undertake, together with the national user guide to help you to reflect on, identify, plan, carry out and record your CPD.

Ultimately, carrying out CPD is intended to be a rewarding and positive process. Making use of the College's CPD framework will help you develop and provide a framework in which your professional skills are recognised and understood.

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