Continuing**professional**DEVELOPMENT
a guide to getting started

2

a journey round the cpd cycle

Welcome to the RPSGB guide to getting started on Continuing Professional Development (CPD).

It may seem a bit strange that we've decided to publish a beginner's guide when CPD has been around for a few years now. Well, the latest information in 2005 suggests that over half of all practising pharmacists are recording their CPD.

But this also means that just *under* a half of all pharmacists aren't recording their CPD yet – if you're one of these then this guide is for you. We know that people who haven't started recording their CPD yet may be feeling apprehensive; some just can't face getting started. We know that the longer they go without starting, the more apprehensive they become.

We can reassure you that it's not too late to start recording your CPD – it's never too late. What is more, pharmacists who have a go at recording their CPD generally find that it's much easier than they expected.

We're sure that by the time you've worked through this guide you will feel confident that you can undertake and record your CPD.

welcome

how to use this guide

The guide is split into three booklets:

making cpd work for you   1

a journey round the cpd cycle   2

making sense of your cpd record   3

As you work through each booklet you will find these additional sections:

Helpful hints
a summary of useful tips and techniques

Moving forward
your action plan

Link to RPSGB competences

Completing this guide will contribute to the following RPSGB General competences for **pharmacists**:

G3   Being personally effective

G3b   Reflecting on own performance and taking responsibility for self-development

G3g   Setting and achieving personal and professional objectives

G5   Upholding quality and continuous improvement

G5e   Adopting a reflective approach to practice

G6   Helping others to learn and develop

G6l   Being a positive role model

It may also cover some of your sector-specific competences.

Completing this guide will contribute to the following RPSGB areas of competence for all **pharmacy technicians**:

TG2   Managing your work and self-development

TG4   Maintaining and improving the quality of your service

It may also cover some of your sector-specific competences.

If you don't know what we mean by competences then don't worry - we'll tell you more later.

4

Using this guide

We'd advise you to use this guide flexibly to suit your own style of learning. There is no right or wrong approach, but remember that the purpose of your work is to feel confident that you can undertake and record your CPD. Use that as your measure of whether your approach to using this guide is working!

We recommend that you start with Booklet 1: *Making CPD work for you* which will help you to work out what's hindering you from getting on with your CPD. Finding out (and dealing with!) your own barriers is a key step. The rest of the booklets will help you to overcome these barriers. You can then join the ranks of pharmacists who are already benefiting from recording their CPD – and there are benefits!

As we mentioned earlier, there are many barriers to getting started with CPD. This section is about exploring some of those barriers and giving you some ideas for how they can be overcome.

We have included some reflective exercises, which we hope will help you to sort your own thoughts on CPD and help you to move forward.

We hope that you'll enjoy working through this booklet and that you gain a better understanding of what CPD involves. But if you want more help and information don't forget the useful contacts which you will find listed on the back cover of each booklet.

Throughout this guide we will use the term 'CPD entry' to refer to a single entry and 'CPD record' to a group of entries.

a journey round the cpd cycle

introduction

If you worked through Booklet 1: *Making CPD work for you*, then you'll know that CPD is a continuous process of changing our practice for the better. That's a great aim, but how exactly can we achieve that, let alone record it in a coherent and worthwhile way?

This booklet looks at the first of those questions – how can we achieve CPD? By breaking down CPD into the stages of the CPD cycle, we hope that you'll find the whole process more manageable. This is important, because although we all say 'CPD', many pharmacists and pharmacy technicians can't describe exactly what we mean by the term.

the cpd cycle in a nutshell

As we mentioned in the introduction, many pharmacists and pharmacy technicians can't define CPD or list the four stages of the CPD cycle. Let's fix that right now!

The CPD cycle we use in pharmacy is based on a great body of evidence about how adults learn. It is designed to help you to break down this process of learning into four manageable stages.

The RPSGB recording system is based on the four stages of the CPD cycle. If you ever get confused or unsure of whether something can be considered as CPD, just come back to the basic CPD cycle and see if it fits.
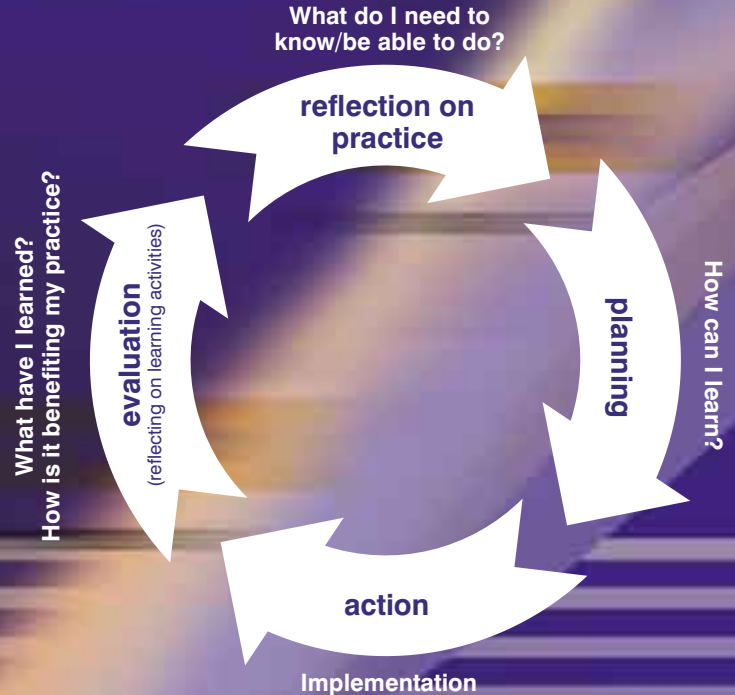
Shut the booklet and see if you can remember the stages of the CPD cycle and put them in the correct order. No? Look at the CPD cycle again and see if you can memorise the stages.

What do I need to know/be able to do?

reflection on practice

How can I learn?

planning

action

Implementation

evaluation
(reflecting on learning activities)

What have I learned?
How is it benefiting my practice?

a journey round the cpd cycle

where to start?

You'll notice that the CPD cycle is a circle - each stage flows easily into the next. But we don't want you to keep running round the CPD cycle like a hamster on a wheel, so let's start by looking at how you can get into (and get out of) the CPD cycle.

There are two points at which you can enter the CPD cycle – these are 'Reflection on practice' and 'Action'. Whichever route you use to get into the CPD cycle, the end-point is **always** evaluation, which measures the impact of your learning on your practice.

Starting from 'Reflection on practice'

You may hear the phrase 'scheduled learning' – this doesn't mean any great, complex or planned programme of study – it simply means learning that starts at reflection on practice.

When we start at 'Reflection on practice' it means that something or someone has made us **think** that we need to learn something. This can be as simple as someone asking you a question that you don't know the answer to. If you think you need to learn something then the next, logical step is to work out how you can learn this – that's the 'Planning' stage. Once you've worked out how you're going to learn what you

need to learn, then it's a question of getting on with it – that's the 'Action' stage. You'll finish off with 'Evaluation', where you work out whether you've learned what you set out to learn and how it's improved your practice.

It's as simple as this – a pharmacist gets asked a question about a medicine and decides that she really needs to find out the answer (Reflection on practice). She decides to look it up in the BNF, having thought that medicines information weren't open over Christmas and *Martindale* would take too long (Planning). She looks up the answer to the query and gains an understanding of the medicine's use in that patient group (Action). She gives the appropriate answer and the patient who'd asked the question thanks her because he now understands more about how to use his medicine effectively. The pharmacist decides that she knows enough about that medicine for now (Evaluation).

This pharmacist has been round the CPD cycle. It doesn't matter that the query was simple, or that it didn't take a long time to find the answer. If you can track your way round the stages of the CPD cycle, then you've achieved CPD, which you can then record.

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Some of you may wonder **how** this can be scheduled learning – after all, it happened quickly and wasn't planned in advance. **Remember**, scheduled learning means that you start the CPD cycle at 'Reflection on practice'. **Anything** that makes you think that you need to learn something will take you into the CPD cycle at 'Reflection'.

Have you ever had an experience like the one described above? Did you consider it as CPD? Think over the last month – have you had any experiences that you could fit into the CPD cycle? Pick one of them and sort it into the four different stages of the CPD cycle.

reflection on practice

planning

action

evaluation

9

starting from action

You may hear the phrase 'unscheduled learning' – this doesn't imply learning from complete chaos, it simply means learning that starts at Action.

When we start at 'Action' it means that we've learned something unexpected, something that we hadn't consciously set out to learn.

Because 'Evaluation' is always the end-point then this means that we're only completing half the CPD cycle when we start at 'Action' – that's absolutely fine and doesn't make it a less valid CPD entry.

Did you hear about the pharmacist who went to an evening meeting on diabetes? (Action). They went because they wanted to find out more about the different types of insulin. In fact, the meeting was all about diet in late onset (non insulin-dependent) diabetes so it didn't really hit the spot. Having said that, he used his notes from the meeting to answer a couple of queries about diet in diabetes and has been able to explode a few myths about the use of 'diabetic' foods.

This pharmacist has been round the CPD cycle from 'Action'. He learned something that he didn't expect and then put it into practice – simple as that!

Have you ever had an experience like the one described opposite? Did you consider it as CPD. Think about the last three meetings that you've attended – did you learn something that you hadn't expected to learn? Can you think over any other examples over the last three months where you've learned something that you hadn't set out to learn? Pick one example and sort it into the 'Action' and 'Evaluation' stages of the CPD cycle.

" Does it matter whether I start at 'Reflection on practice' or action? "

No, not really. The main thing is that you do make a start somewhere! If you can think of an experience that might fit into the CPD cycle then play around with it and see where it fits best. It's *your* experience, so you're the most qualified to tell us where it fits.

Having said that, we'd expect most CPD records to have a mixture of CPD entries that start at Reflection (which shows that you do think about things sometimes!) and CPD entries that start at Action (which shows that you're open to new ideas as they crop up).

Remember, we could debate the difference between the scheduled and unscheduled learning for hours on end, but what <u>really</u> matters is that you're recognising and recording your CPD.

Think about the learning that you've done over the last six months or so, where do you think most of it will fit in to the CPD cycle? Do you think you'll have a mix of CPD entries that start at 'Reflection on practice' and entries that start at 'Action'?

11

a journey round the cpd cycle

more on the cpd cycle

Now that you've got an idea of where to start with the CPD cycle, let's have a look at each of the stages in more detail.

In the last section we gave you a couple of simple, and perfectly valid, examples of how you can go round the CPD cycle. But there are many ways of completing each stage of the CPD cycle – this is what we'll explore now.

Remember to be creative when you're thinking about your CPD. You may find that many activities and experiences can be included in your CPD. In fact, we've found that once people get started, they tend to find that they have more CPD to record than they ever imagined - their main problem is deciding what to leave out!

In this section we're going to work round the CPD cycle starting from 'Reflection on practice'.
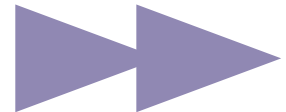
reflection on practice

We said earlier that 'Reflection on practice' is the stage of the CPD cycle where we think about what we need to learn. But do you sometimes find that when you take a minute to do some thinking your mind just goes blank! It can be that way when you start out on the CPD cycle.

When you reflect on your practice you're essentially answering two fundamental questions:

> **"What do I need to learn?"**
>
> **"How do I know that's what I need to learn?"**

You may find it helpful to think about whether you need to gain new knowledge, new skills or maybe new attitudes.

Try to keep your answers simple, focused and achievable within a relatively short timescale.

If your answers to the fundamental questions look like this:

> **"I need to learn all drug side-effects because I need to stay on the practising register"**

then you'll need to reflect a bit more in order to break your ideas into manageable portions.

Answering the fundamental questions is all very well, but how can you know what you don't know?!

You may find it helpful to start off with an idea of what to reflect on. There's a lot to choose from – here's a few that other pharmacists and pharmacy technicians have found useful.

Try analysing critical incidents that have cropped up in work (or at home).

You don't have to be in a TV hospital drama to encounter a critical incident! Any learning experience that stands out from your normal day-to-day work may signpost what you need to learn. This might be something that's gone wrong, but it could equally be an interesting query where you've had to find out the answer.

13

"How can analysing a critical incident help me to work out what I need to learn?"

Imagine that you've had an interesting query about a new medicine on the market – you don't know the answer but think it's worth looking into because it may be useful for other patients.

Use the fundamental reflection questions

"What do I need to learn?"
"How do I know that's what I need to learn?"

If you find that the answers really make you think and point you in the direction of what you need to learn, then chances are you'll have a valid CPD entry.

In this case the answer might be "I need to learn about the indications and side-effects of that new drug. I had a query from a patient and I didn't know the answer. The drug is used to treat a common condition so I'm likely to get more queries about it".

But if you find that the answers are negative, in this case, "I don't really need to know that – it was only a one-off query", then it may not be worth you spending time making a CPD entry.

Can you think of a critical incident that you've been involved in over the last three months or so? Did you consider it as CPD? Thinking back, what did you need to learn as a result of the incident?

How about using feedback from other people such as colleagues, patients, service users, friends, etc?

Sometimes you'll get feedback in a formal setting, such as an appraisal, but often people just tell you what they think! The quality of feedback can vary from the positive/constructive to the positively destructive. We can't guarantee that you'll always get useful feedback, but we are confident that reflecting on it will help you to sort out whether you need to work on your practice.

14

" How can reflecting on feedback help me to work out what I need to learn? "

Imagine that you're giving advice to a doctor in response to a query. They tell you that they weren't impressed – all the information was there but it was a right muddle – they expect better from you next time.

Use the fundamental reflection questions

"What do I need to learn?"

"How do I know that's what I need to learn?"

If you find that the answers really make you think and then point you in the direction of what you need to learn, then chances are you'll have a valid CPD entry.

In this case it might be "I need to learn how to organise information logically before I present it to colleagues. I had some feedback from a colleague which suggests that I'm good at finding out information but I'm not so good at communicating it logically".

If you find that the answers are negative, in this case, "Actually, I've checked out with other colleagues and I don't agree with the feedback – my presentation's fine and I don't need to learn more about it", then it may not be worth you spending time making a CPD entry.

Browse through the RPSGB's competences for ideas on qualities that you might want to develop in the future

If you've read Booklet 1: *Making CPD work for you*, then you'll know that the RPSGB competences are a 'picture' of a typical and desirable pharmacist or pharmacy technician. They describe in detail the sorts of qualities that pharmacists and pharmacy technicians may aspire to.

The competences are split into two main types:

General: these are the sorts of qualities that most pharmacists or pharmacy technicians should have.

Sector specific: these are the additional qualities that a pharmacist or pharmacy technician may need for a specific sector of practice.

There's a good chance that you already have most of the qualities that a pharmacist or pharmacy technician needs.

If you read the competences and think "yes, I've got all of those qualities in abundance", then that's great. Your reflection might then be on what you need to learn in order to hang on to those qualities!

But if we're really honest, then it's likely that you'll have *some* of the competences, but may be less developed in others. If it's relevant to your current or future roles then these are areas you could focus on for your future development.

If you choose a few competences to develop, remember to concentrate on no more than one or two competences per CPD entry. Any more than that and you may find that your list of areas that you need to develop is just unmanageable.

" **How can reflecting on competences help me move forward with my CPD?** "

Imagine that you've browsed through the competences and have decided that you're not very strong on general competency G5 'Upholding quality and continuous improvement', in particular G5h 'Identifying and managing risk'.

The equivalent would be competency 'TG14 managing risks' of the pharmacy technician competences.

Use the fundamental reflection questions

"What do I need to learn?"
"How do I know that's what I need to learn?"

If you find that the answers really make you think and then point you in the direction of what you need to learn then chances are you'll have a valid CPD entry.

In this case it might be "I need to learn about risk management especially in my pharmacy setting. I looked at the competences and I didn't realise that it was something that's expected of all pharmacists. I know it's a big thing in the NHS but I thought that our managers were responsible for it".

But if you find that the answers are negative, in this case, "I know a bit about risk and that's really enough as my manager deals with that in my current workplace." then it may not be worth you spending time making a CPD entry.

Have you had a look at the competences yet? Have you got stuck wondering which ones are covered by a particular CPD entry? If you haven't looked through them yet, why not have a read through the general competences in the next week or so.

Write yourself a Personal Development Plan (PDP).

Some people find it useful to write a PDP that helps them to think about where they'd like to be professionally and/or personally in the short, medium and long-term.

A PDP needn't be worthy or ambitious but it does need to be genuine. If you just want to hang on to your current job up to your retirement, then your PDP should reflect that. Remember, in the ever-changing world of pharmacy you may need to keep developing just in order to stay in the same place.

There are many PDP forms. Some people just write their plans and ideas on a blank sheet of paper. Others find it useful to use a standard form to organise their thoughts. There's a PDP form in the RPSGB's *Plan and Record* or your organisation may have a standard PDP. They're all equally valid so just use the format that suits you best.

It's worth remembering that your PDP is not set in stone – it's OK to change your plan to reflect your changing needs and ambitions.

" How can reflecting on my PDP help me to move forward with my CPD?"

Imagine that you've written a plan for where you'd like to be in the future. In the next year or so you want to stay where you are and gain a bit of experience. Over the next two years you want to see a number of different sectors of practice before you settle down. In the long term you think you should get an additional qualification. In order to achieve all this, you'll probably need to learn new facts, new skills and new attitudes – these are signposts for your CPD.

Use the fundamental reflection questions:

"What do I need to learn?"
"How do I know that's what I need to learn?"

If you find that the answers really make you think and then point you in the direction of what you need to learn, then chances are you'll have a valid CPD entry.

17

In this case it might be "I need to learn more about key issues in other sectors of practice so that I can answer questions effectively when I go for job interviews. I did a PDP and I'd like to spend a few years working in each sector before deciding which one's for me".

It's worth remembering that one PDP is likely to yield a **lot** of CPD entries.

> **Have you ever written a Personal Development Plan for yourself? If not, why not use the template in the RPSGB Plan and Record (online, desktop or paper) to have a go.**

> **Think about the different ways that you can get started with reflecting on practice. Choose the one that seems most relevant to you. Take some time now to reflect on the option that you chose. Jot down a few notes for potential CPD entries that you might make.**

These are just a few of the things that you could think about in order to work out what you need to learn. **There are many more!** You may reflect on the results of audits or on the results of a formal appraisal, job interview or any setting where you might have had some feedback on your performance. How about prompts like the publication of national or local policies or new initiatives that your organisation's thinking of putting in place. Sometimes just reading an article in a journal or newspaper can make you think, "I'd like to know more about that". Don't forget that it's valid just to want to learn something because you've got a personal interest in the subject – it can all be considered as 'Reflection on practice'.

Whatever you choose to reflect on, remember to keep it simple. A complete entry on how you need to learn about one drug as a result of a patient query is more valuable than a vague desire to re-capture lost knowledge by reading the *BNF* from cover to cover!

The only way that you can turn 'Reflection on practice' into continuing professional development is to move round the rest of the CPD cycle, so let's look at the next stage.

planning

The planning part of the process is where you work out how you're going to learn what you described in the 'Reflection' part of the CPD cycle. This involves thinking about how important it is for you to learn that particular fact or skills and how it might impact on you and those around you.

Here are some of the fundamental planning questions that you should ask yourself after you've worked out what you need to learn:

"When do I need to learn it?"

"How important is it for me to learn it?"

"How, exactly, am I going to learn it – what are my options?"

If you've been doing a lot of reflecting and have a number of things that you want to learn, then the first two questions will help you to sort out which ones you should start on first. This is very important, as it will focus your attention on what's most significant for you to learn. It may be that when you come to the planning stage you may realise that what you'd set out to learn isn't urgent or important – if that's the case then it's ok not to take it any further. This will ultimately save you time, as you won't be spending it on less critical learning.

When it comes to the 'how', we'd encourage you to be creative - there are many ways in which you can learn and you're not confined to formal or certificated courses. The beauty of your CPD record is that informal ways of learning, such as asking a colleague, will be valid.

a journey round the cpd cycle

Here are some of the learning methods that pharmacists and pharmacy technicians have tried out (and recorded in their CPD entries), along with their thoughts on the pros and cons of each:

1. Short courses, workshops, branch meetings

We've found that some of the advantages include the fact that they don't require a huge time commitment, they're often free of charge and it's a good opportunity to meet other people with an interest in that subject. On the downside, it may take some time to work out which meeting will give us what we're looking for. We may have to sit through a lot of meetings in order to learn a few facts!

2. Open or distance learning

We've found that open learning is handy because it can be done in our own time. We can just use the materials as a reference source if we're just after a particular morsel of information. Packs from organisations such as CPPE may be free of charge. On the other hand, there may be more specific reference sources and the information in older packs may be out-of-date. We also lose out on the chance to talk to colleagues.

3. Learning by doing

The big advantage is that we'll be able to learn on-the-job and what we learn will be practical. Working in other settings will give us new perspectives. But we may get too narrow a focus if we're confined to just learning from what happens day-to-day in work.

4. Reading – usually journals or reference books

Looking things up in a reference book is usually quick and efficient. Journals can give the latest thinking on a subject. The downside is that this only applies if you know where to look in the first place. Journal searches can take some time; textbooks may be out of date.
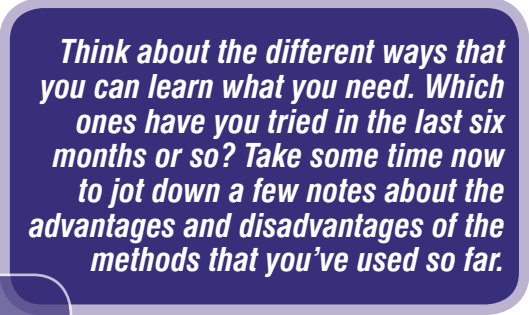
5. Talking to colleagues

Getting information from colleagues is usually quick and easy. If they're in the same field as us they're likely to put information into context for us. Of course, it all depends how much our colleagues know and whether we trust them to be right!

6. Certificates, diplomas and other qualifications

These will give you a formal qualification and are likely to be challenging and interesting. But we're likely to learn over a long period, so it may not be good for things that we need to learn urgently. They may cost a lot of money.

These are just a few ways of achieving your learning. There are many more! You may learn by preparing presentations, teaching others, doing research, by being involved in projects or work shadowing.

> *Think about the different ways that you can learn what you need. Which ones have you tried in the last six months or so? Take some time now to jot down a few notes about the advantages and disadvantages of the methods that you've used so far.*

Remember that most of the time you will use more than one method to learn what you need. So, you might talk to a colleague and check out the best reference sources. You may then look up the information in a book and maybe follow it up with an open learning pack to put some more meat on the bones. If you use more than one method then do put this in your CPD entry (even if they didn't deliver what you'd hoped for) – let your CPD entry demonstrate the thought that you've put into your development.

Of course, a plan is no use at all if you don't actually put it into action. Let's look at that stage next.

action

This is the part of the CPD cycle where you put your plan into action. There's not much to say – it's a question of just getting on with it!

While you're putting your plan into action then you should be asking yourself this fundamental question:

"What have I gained from this action?"

This needs to reflect what the learning activity has done for you – don't just copy out the course handouts!

> *Think about a course or bit of reading that you've done in the last few months. What did you gain from it? How do think that might benefit your practice?*

evaluation

This is the part of the CPD cycle where you assess the impact on your practice of what you've learned. It may be a while before you put what you've learned into practice – this is not a problem. You don't have to complete the CPD cycle all in one go – it's ok to come back to it later.

Evaluation involves two fundamental questions:

"Did I learn what I set out to learn?"
"How have I applied what I learned?"

The first question really measures whether your plan and action actually delivered what you'd hoped for. Of course, your answer could be 'yes', 'no' or 'maybe'!

If the answer's 'yes' then there's a fair chance that you can go on to describe how you've applied your learning and finish your trip around the CPD cycle.

If your action has not (or only partially) delivered what you hope for, then you have a couple of decisions to make based on whether you still need to learn what you set out to learn. If you don't (because it's no longer relevant or has been overtaken by events), then you may just leave the CPD cycle there. But if it is still important for you then you'll need to add some other actions to your plan so that you can achieve your objective. You can do this by going back a couple of steps in the CPD cycle. Some people find it easier just to start afresh with a new CPD cycle.

Let's be positive and assume that you've achieved what you set out to learn. That's only half the story. Do you remember right at the start when we said that CPD was about changing your practice for the better? The question '*How have I applied what I've learned?'* is your chance to describe how you've used your new knowledge, skill or attitude in practice.

> *In the last section we asked you to think about a course or bit of reading that you've done in the last few months and describe what you gained from it. We'd now like you to think about it again and ask yourself the fundamental evaluation questions. What did you come up with?*

How to fit workshops, meetings and courses into the CPD cycle

Going along to workshops, meetings and courses, or completing open learning courses are common (and useful!) ways of learning. This means that it's important for us to work out how they might fit in to the CPD cycle.

Well, we reckon that they could fit in at several different levels:

Reflection on practice

Sometimes you'll complete a workshop or open learning course and find that you're left with a desire to learn more. Maybe the course has sparked your interest in the subject, or maybe it just didn't go far enough. If that's the case then the course has made you *think* about what you need to learn - so, it fits into 'Reflection on practice'.

Planning

This is the most common way to fit workshops, meetings and courses into the CPD cycle. Remember that once you've worked out what you need to learn (in Reflection on practice), the next step is to work out *how* to learn it. At this stage you may well choose to attend a workshop or complete a course. In which case, they fit into the 'Planning' stage of the CPD cycle.

Action

When you've actually completed any workshops or courses that you've put in your 'Planning' section then it will naturally fit into the 'Action' stage of the CPD cycle. Remember that the action section is about getting on with it and thinking about what you've gained from the course.

Sometimes people attend meetings or complete courses with no particular learning need in mind; others may find that they went to a meeting, but came away learning something completely different. In that case, it would fit in as 'Learning that starts at Action'.

Don't worry if fitting workshops, meetings and courses into the CPD cycle is confusing at first - it gets easier with practice! Just remember that you can't go far wrong - after all, it's *your* experience so *you're* the most qualified to decide where it fits.

helpful hints

1. Don't panic.

2. Keep it simple.

3. There are two starting points on the CPD cycle – 'Reflection on practice' and 'Action'.

4. Wherever you decide to start on the CPD cycle just work your way round methodically and **always** finish at 'Evaluation'.

5. If you ever get in a muddle with your CPD entry just come back to the fundamental questions – these lie at the core of each stage of the CPD cycle.

6. Jot down a few simple notes about what you might consider as CPD before you get onto the more detailed recording system.

7. Be creative.

a journey round the cpd cycle

your action plan

In this booklet we've worked our way round the CPD cycle and have hopefully shattered a few myths.

So, where do you see yourself going next? Here are a few options to get you started:

"I'll read some more of the booklets."
Great idea – we'd recommend Booklet 3 which explains each 'box' in the RPSGB's *Plan and Record*. You might also find it useful to get a copy of the RPSGB's *CPD User guide* which tackles the basics of how to how access online and desktop recording systems. You can get a new copy from the CPD team (call 020 7572 2540) or you can download a copy from www.uptodate.org.uk.

"I'll jot down a few notes about what I've learned over the last few months."
That's a positive start and a good foundation for a full CPD entry. How will you make the time for this?

How will you get a bit of peace and quiet to think about your CPD?

"I'll log on to the CPD website and have a look. I might even make a CPD entry!"
Fantastic – do you know how to get on to the website? Do you have your log-in details? If not, when will you get the information from the RPSGB so that you get started?

"I'll get hold of CPD desktop and give it a go."
Good plan. Do you know how to get hold of it? It not, when will you get the information from the RPSGB?

"I'll dig out my *Plan and Record* **– maybe it's time I opened that box I got from the RPSGB."**
That's a good place to start – do you remember where you filed it? Can you find your *Plan and Record* folder? If not, when will you order another copy from the RPSGB?

Your plan

"I'll make my own plan thanks."
Fair enough – what have you got in mind? How will you make this happen?

"I've decided not to do anything for now."
OK – it's your call. But do make a note of when you'll come back to it – remember, CPD is not going to go away!

What will you do?

_____

When will you do it?

_____

How did you get on?

_____

What next?

_____

27

notes

notes

a journey round the cpd cycle

notes

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With contributions from the staff of the Royal Pharmaceutical Society of Great Britain

useful contacts

We hope that you've enjoyed working through this booklet and that you have gained a better understanding of what CPD involves. But if you want more help and information don't forget these useful contacts:

Royal Pharmaceutical Society of Great Britain

The CPD team can provide you with information and advice on all aspects of your CPD. A wealth of information is also available at www.uptodate.org.uk

CPD Team, Post Registration Division
Royal Pharmaceutical Society of Great Britain
1 Lambeth High Street, London SE1 7JN

Tel: 020 7572 2540 Fax: 020 7572 2506 Email: cpd@rpsgb.org

CPD Technical Help desk

The CPD Technical Help desk can offer assistance on technical matters in relation to use of CPD Online and CPD Desktop.

Before you give them a ring why not check the technical FAQs in the Help section of the online recording system. You may find the answer there.

Tel: 01225 323663 Fax: 01225 323664 Email: helpdesk@coacs.com
www.uptodate.org.uk