

Continuous professional development (CPD) strategy for the NHS Wales healthcare workforce



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Health Education and
Improvement Wales (HEIW)

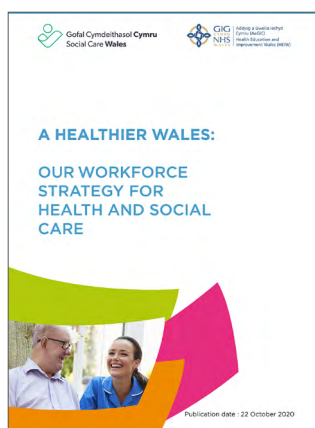
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“Those people who develop the ability to continuously acquire new and better forms of knowledge that they can apply to their work and to their lives will be the movers and shakers in our society for the indefinite future.” Confucius

1. Purpose

This is the first continuing professional development (CPD) strategy produced for NHS Wales. Its purpose is to support the development of an engaged and competent workforce capable of designing, delivering, evaluating, and improving high-quality care. It aims to be an education and development enabler for all our staff throughout their careers and will set out the vision, ambition, and high-level principles underpinning excellence in CPD. It provides guidance to staff and employers in Welsh health services and to those who are providers of commissioned CPD. The strategy recognises the value of all CPD whether experiential (reflective), informal or formal, and the role of Health Education and Improvement Wales (HEIW) and employers in assessing need, providing, and evaluating CPD activity.

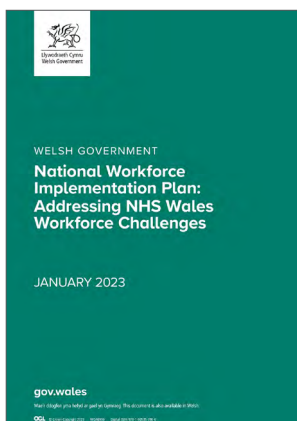
2. Strategic context



From a policy perspective, the over-arching 10-year Workforce Strategy for Health and Social Care (2020) sets out the vision to create a compassionate culture and the approaches needed to address a number of long-standing workforce challenges. The ambition of the strategy is to have a motivated, engaged, and valued health and social care workforce with the capacity, competence, and confidence to meet the needs of the people of Wales. One of the major contributors to an inclusive, engaged, sustainable and flexible workforce is to provide staff with opportunities to maintain their current skills and to develop new knowledge and skills in line with future service needs. The Workforce Strategy is underpinned by seven themes

and this CPD strategy has been developed in response to action 24 of Theme 5 Excellent Education and Learning:

“Develop a clear strategy for Continuing Professional Development (CPD) across professional and occupational groups. This will increase the proportion of inter-professional learning and consider appropriate funding models. The strategy will need to work towards an equitable approach across professions based on the specific needs of their roles”. (HEIW and Social Care Wales 2020).



Developing new knowledge, skills, and ways of thinking and working will help our workforce to be flexible and adapt to change. The [National Workforce Implementation Plan: Addressing NHS Wales Workforce Challenges](#) (Welsh Government), has identified a series of ‘guarantees’ to enhance staff wellbeing, and working conditions with learning and development included as a priority. The proposal calls for the following action in the Welsh Government’s plan:

Minister to consider mandating the national partnership structure to prioritise arriving at an all-Wales approach which guarantees protected time for staff Continuing

Professional Development (with the aim, over time, of extending this guarantee to all NHS staff learning and development).

The commitment to providing high-quality care is the first NHS Wales core value described in [A Healthier Wales](#) “Putting quality and safety above all else – providing high-value evidence-based care for our patients at all times”. The recent [Health and Social Care \(Quality and Engagement\) \(Wales\) Act 2020](#) places both an enhanced [duty of quality](#) and an organisational [duty of candour](#), to strengthen the approach to quality care.

Quality is however, more than just meeting service standards. It needs to be a system-wide way of working to continuously, reliably, and sustainably meet the needs of the population served. A culture of continuous learning, improvement and growth is therefore, crucial and will help organisations to achieve their strategic goals.

3. Ambition

The ambition of this strategy is to foster a culture of continuous learning with training and education seen as a core part of the work and practice of all staff working in NHS Wales.

This strategy will facilitate for organisations to advance into more mature learning cultures where the learning focus is less on “training programmes” and shifted more towards organisational capability development. In line with the evidence, best practice, and strategic policy direction the strategy aims to:

- promote a continuous and inspiring learning culture in organisations.
- enable organisations meet relevant requirements, both regulatory and legislative.
- enable our workforce to meet requirements for registration and re-registration.
- value and support the workforce by improving their competence, confidence, and self-esteem.
- improve services for patients and service users.
- sustain a competent/registered workforce.
- improve recruitment and retention of staff in the health sector.

4. Vision

A mature workplace learning culture enables its workforce to learn from experiences encountered, as well as offering access to appropriate CPD throughout all career stages. Where work and learning are connected, organisations will be better placed to meet many of the long-standing workforce challenges and strengthen their approach to the quality of care. The CPD vision for NHS Wales is:

Sustainable development of a workforce that can adapt quickly and efficiently to disruption and change through leadership that promotes learning as an organisational value. Agile health and care organisations, that solicit feedback and empower their workforce to gain and share knowledge, and to upskill for the benefits of service improvement solutions, personal development, and career progression.

5. What is CPD?

The purpose of CPD is to ensure the workforce continues to retain its knowledge, skills and competence and can adapt to the changing requirements of healthcare, safeguarding the quality and safety of services delivered to patients and the public. There are several definitions in the literature, all containing similar meanings and emphases. In developing this strategy, the HEIW CPD Strategy Working Group (2023) defined CPD as:

“...learning opportunities for healthcare staff which may be self-directed, planned and unplanned, formal and informal, that can lead to an enhancement of knowledge, skills, attitudes and values, and the opportunity to reflect and learn from experiences in healthcare settings. It enables the individual, in collaboration with their organisation to maintain, develop and gain recognition for existing practice and develop new skills and knowledge necessary to further enhance healthcare practice throughout the lifetime of their career”.

CPD facilitates for learning to become conscious and proactive, rather than passive and reactive. It is the holistic commitment of professionals toward the improvement of personal skills and proficiency throughout their careers. CPD also includes, and then builds upon, mandatory training and induction of staff into new roles and organisations; the strategy acknowledges their importance as an essential element of the continuing professional development journey when strengthening and maintaining the quality of care and service delivery.

6. Stakeholder engagement

The strategy is underpinned by the key themes within the workforce strategy for Health and Social Care and has been influenced by the engagement and consultation process undertaken. The early stages of development was led by HEIW's CPD Strategy Working Group, with multi-professional service and workforce leads. This was followed by key all Wales engagement events and consultation with wider stakeholders which has contributed to the development of the strategy.

An implementation plan will be developed to achieve the ambition and delivery of the strategy.

7. The case for change

The evidence suggests that career and skills development are not an optional extra for organisations looking to retain and upskill their workforce – they are fast becoming essential. According to the World Economic Forum, 44% of workers' skills are expected to change over the next five years.

In terms of employee development, this has never been more critical, and the success of an organisation and its people go hand in hand. The *Closing the Gap (2019)* report emphasised the need for ongoing training and development opportunities to support staff in adapting to new roles and technologies, as well as to help address skills gaps and improve job satisfaction and retention of the workforce.

Staff are the number one asset in any organisation; investment in training and development to secure the required skills for the future is critical to service delivery, especially when operating in today's complex, constantly changing, and challenging environment. However, there is often feedback from our workforce that staff do not feel valued and supported to develop and are unable to deliver the best care, or progress in their careers.

There is considerable variation across NHS Wales relating to access, provision, and funding of CPD activities. The structures, policies, and plans vary locally with some organisations having well-established central training and education departments and others with limited structures and resources. If our ambition is to create a learning culture, and it should be, developing our workforce must be viewed as an investment and not a cost.

Numerous reports identify that the reasons why people leave the NHS include feeling unable to deliver good care and being unable to progress in their careers. Having equitable access and support for CPD is therefore an important factor influencing workforce retention and wellbeing. Anecdotally however CPD is often viewed as an additional pressure on workforce time and a drain on finances particularly in the current climate of workforce shortages and increasing service demands. There are many examples of staff reporting self-funding and undertaking CPD in their own time. Finally, there is an information gap linking the benefits or impact of CPD investment and activities on service or workforce career development.

The current position is that CPD across NHS Wales is fragmented both in its connection to service needs and the entire workforce. Some registered professions have protected time for CPD whilst other occupations employed in the health care sector may not, resulting in some staff feeling undervalued and underdeveloped. Regulated professions are subject to specific CPD requirements, with wide variations in expectations. A scoping review (Karas et al 2020) of 32 regulated health professions in the UK, (approximately 1.5 million workers), identified lost opportunities for sharing best practice, and interprofessional, group, and peer learning, despite the evidence to show that such methods demonstrate positive effects on practitioner behaviour and enhance patient outcomes. The multitude of regulators also poses challenges for organisations that provide CPD.

For some healthcare practitioners 'Professional Development Plans' (PDPs) are closely linked with CPD requirements in terms of individual planning, learning, evaluation, and identification of key future needs. This is a requirement of various employers and regulators. Evidence suggests however that the use of PDPs is not universal across the health sector. Requirements for the completion of PDPs also vary, with few involving a prospective approach to professional and service development and the majority focussing on retrospective reflection. Multidisciplinary learning and working are often not a pre-requisite for CPD, or re-registration imposed by regulators, resulting in a lack of opportunities offered to learn together to enhance multidisciplinary team working, considered central to quality improvement (Karas et al 2020).

8. The importance and advantages of CPD

An engaged workforce is key to organisational success, and one of the most dependable ways to achieve engagement is to put learning and development at the heart of the organisations culture. Only when organisations create a culture that motivates, inspires, and provides all the tools necessary for success can they expect employees to drive the best possible organisational outcomes.

The benefit of CPD to individuals is captured in the model below (adapted from Watkins 2011).

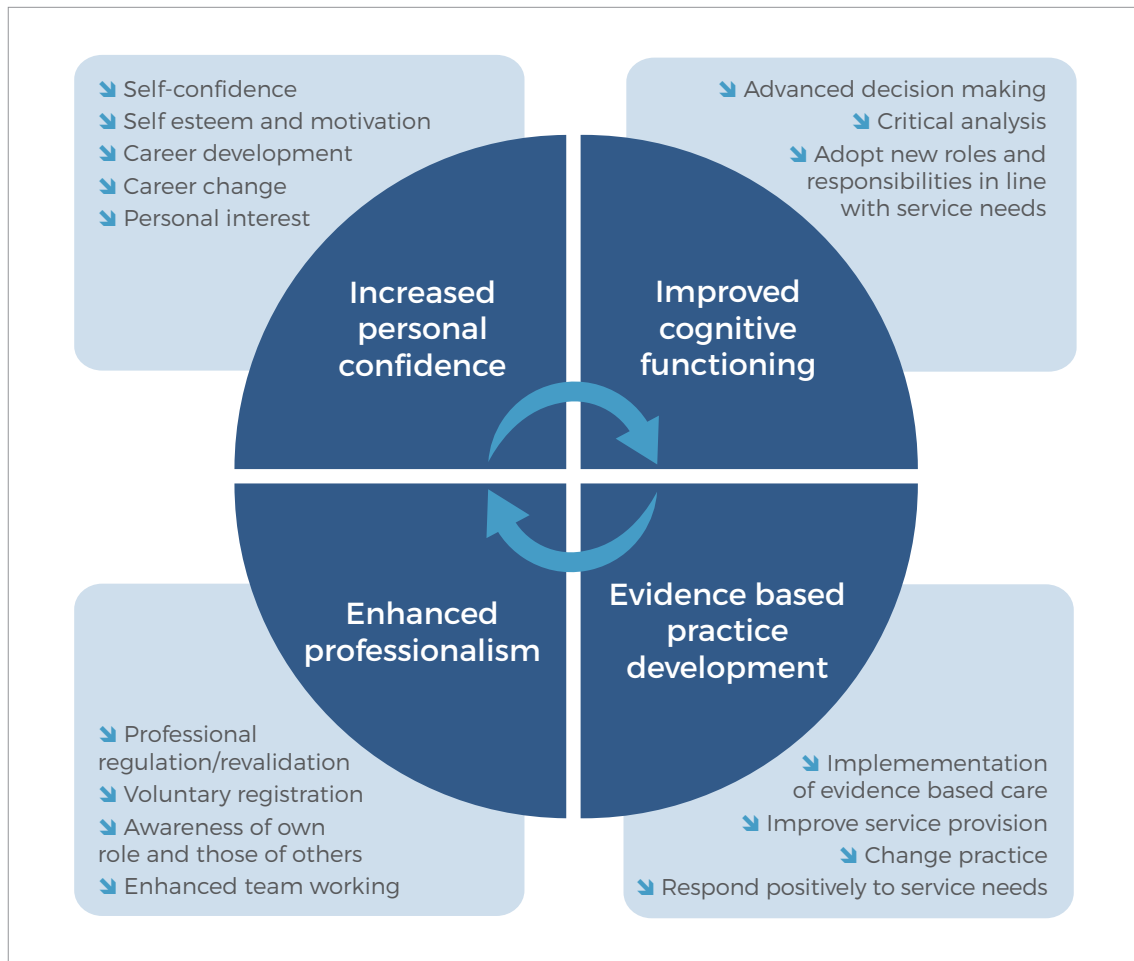


Figure 1. Watkins Model (adapted from Watkins (2011, p2611))

Other advantages of CPD to the individual, the service user and the employer include:

- A positive learning culture that makes the individual feel valued, motivated, and confident.
- The development of agile and flexible careers enabling talent mobility, movement between roles, organisations, and sectors.
- The maintenance of fitness to practice and meeting regulatory body standards (including codes of conduct).
- Providing a deeper understanding of what it means to be a professional, along with a greater appreciation of the implications and impacts of the individual's work.
- Affording strong professional identities, with a shared understanding of the skillsets each brings, where interprofessional training opportunities are available.
- Enables professionals to develop their leadership skills thus empowering them to work at the top of their licence when opportunities arise.
- Keeping up to date with changing technology and service demands resulting in a flexible workforce, supporting recruitment and retention
- A digitally ready workforce through a focus on digital technology and its use in health settings.
- Multi-disciplinary communities who learn from adverse events in the health setting.

- A non-registered workforce that meets legislative requirements and can take on new roles and responsibilities.
- An improvement in staff wellbeing through valuing and supporting the workforce and improving their competence and confidence.
- Positive feedback from service users that promotes the confidence and wellbeing of the workforce.
- A workforce that contributes to improving patient safety and care delivery and can respond effectively and efficiently to service needs.
- Service users in receipt of a better experience, thus feeling safe and confident in the services provided.

9. A whole systems approach to CPD

It is essential that the roles of those involved in CPD come together and share common principles and values and develop joint outcomes to facilitate a seamless approach to CPD that positively influences healthcare delivery.

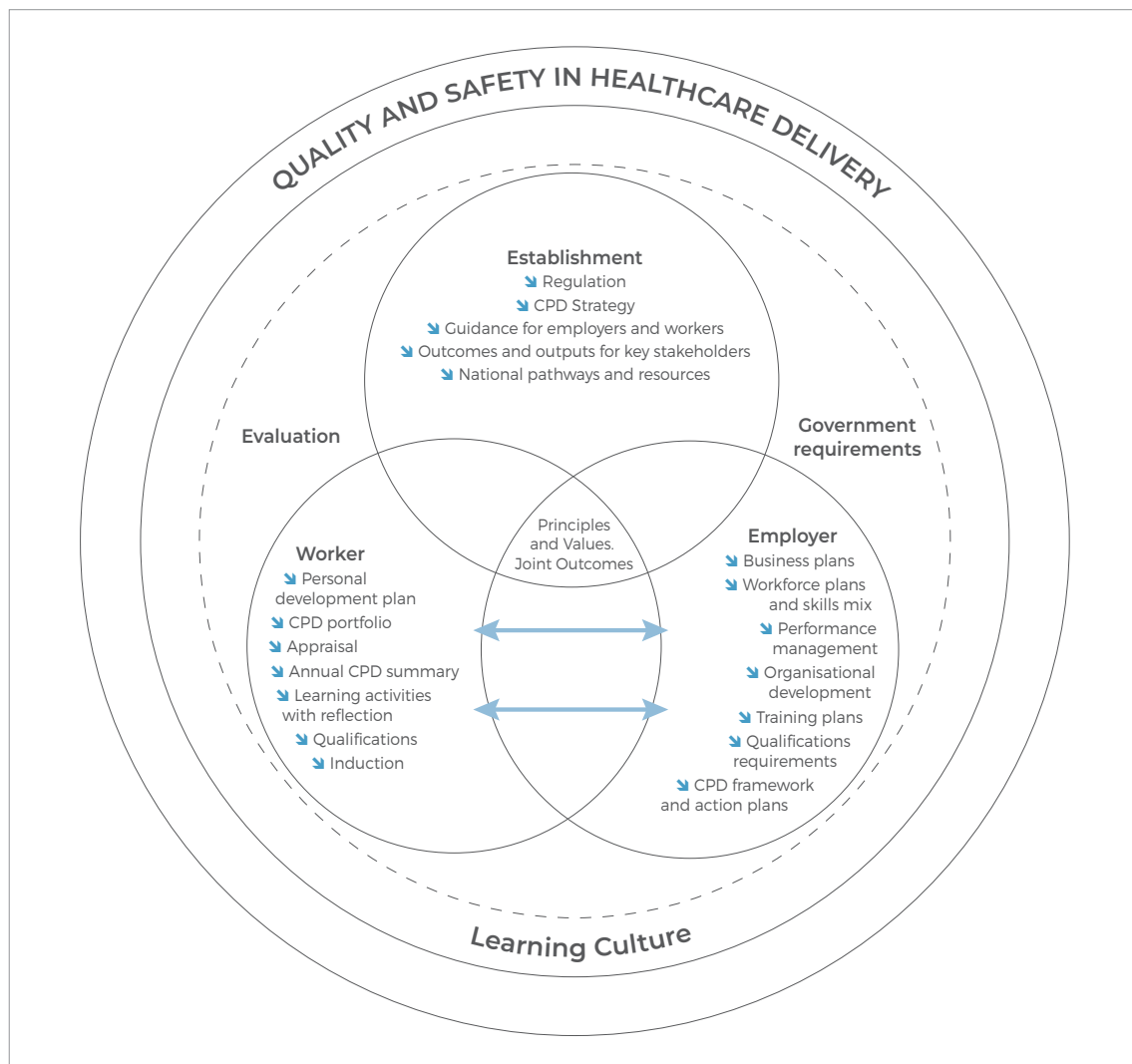


Figure 2. A Whole Systems Approach to CPD

The diagram shows a number of key elements:

- Principles and values are at the core of the model.
- Workers, employers and the health and care establishment, represented in the three circles, should have a common approach to CPD based on shared, agreed principles, values, quality, and joint outcomes considering the needs of patients and services users.
- The learning culture promotes the sharing of knowledge and information from experience, practice, research, and evaluation.
- The CPD Strategy is critical to ensure success through setting standards; clarifying the role of different agencies and ensuring consistency; upholding the Duty of Quality, reinforcing monitoring and evaluation.
- The model is circled by a dotted line indicating outside influence and change.
- The whole system approach means having policies, processes, and procedures in place for staff and employers. Where these are linked, they inform each other, and are performed in the context of a willingness to change and learn from evaluation and will create the learning culture.

(Adapted from Skills for Care, 2006)

10. Principles of the CPD strategy

CPD must be regarded as essential to individual and organisational development. The evidence is clear that it enhances staff wellbeing, contributes to overall retention, and is key to ensuring the quality and safety of services provided. The following principles reflect shared responsibilities for:

- individual staff to recognise and demonstrate the impact of CPD on their work or practice.
- organisations through their leaders and managers to actively invest in their staff and provide opportunities for CPD.
- supporting and developing supervisor/mentor/educator capabilities to foster a culture of learning and development.
- the wider system to support the health care workforce and improve the safety and quality of services by investing in and developing the workforce.

The 7 principles underpinning excellence in CPD are that:

1. CPD is a whole systems approach; a collective responsibility between the individual and employer and is in accordance with professional regulatory requirements.
2. CPD is regarded as a 'core activity' and embedded into work or practice.
3. Protected time for CPD is incorporated into the workload of all health workers and regarded as a priority by employers.
4. Organised/formal CPD is fed back into the organisation and learning is shared to help improve services and develop the workforce.
5. Experiential evidence is valued as contributing to CPD.
6. CPD has value, contributing to the quality of services delivered as well as an individual's practice.
7. The individual has a responsibility to seek out, record and effectively apply their CPD.

11. Quality and equity of access to CPD

Central to the quality management system is continuous learning The NHS Wales Quality and Safety Framework: Learning and Improving (Welsh Government 2021) states that “organisations at every level should function as a quality management system...to implement effective improvement in care.” A learning health and care system has an active commitment to continuous improvement that includes learning from things that go wrong, research, expertise, international approaches, and CPD.

This CPD Strategy advocates commitment to high standards for all aspects of healthcare work and clinical practice underpinned by up-to-date knowledge and skills and individual confidence and credibility. CPD must therefore be:

- a. Based on a needs analysis and linked to the organisation’s strategic business, workforce, and service plans, reflecting healthcare priorities.
- b. Aligned to the organisation’s quality plan and linked to patient safety issues, utilising experiences from real-life practice and adverse events.
- c. Developed in partnership with service users where appropriate.
- d. Interprofessional where possible, and meeting a range of health workers’ needs, enhancing the value of learning “about, *from and with each other*”¹ to strengthen multidisciplinary teamwork.
- e. Using the best available evidence to underpin content and methods of delivery.
- f. Inclusive and accessible to health and care workers across Wales.
- g. Offered to ‘all health workers’, ensuring equality of provision and opportunities to access CPD appropriate to their role.
- h. Based on learning principles in terms of development, methods of delivery, assessment, and evaluation of outcomes.
- i. A balance of informal and formal learning opportunities.
- j. Evaluated to determine the benefits to individuals, the organisation and health care delivery.

12. Cultivating a learning organisation for the current and future workforce

Cultivating a learning organisation to retain today’s workforce and meet future workforce needs requires formats and strategies that complement busy working lives. Attitudes and expectations of the workforce are shifting with a need for greater flexibility and more opportunities for advancement. For this to be achieved traditional approaches to CPD will need to change and the development and delivery will need to be transformed and modernised. Fundamentally the expectation of the workforce regarding what constitutes CPD will also need to change. This section will offer evidence-based suggestions to support the adoption of this strategy.

13. Transforming and modernising CPD

A range of methods of delivering CPD is required to meet the diverse needs of our learners in a range of settings across Wales, including:

- Flexible and accessible CPD must be offered in Welsh (where possible) and English.
- The evidence suggests that career and skills development are not optional extras for organisations looking to retain and upskill their workforces but fast becoming essential. Digital trends are changing the way learning is accessed, moving education

and development away from the more traditional CPD delivery. Digital technology provides powerful teaching, learning and knowledge acquisition opportunities to assist with the development of a digitally able workforce, and include:

- Mobile microlearning e.g. podcasts, videos, TED talks
- Webinars
- Discussion forums

➤ A blended learning approach to CPD, integrating technology and digital media with traditional instructor-led classroom activities, helps widen access and participation in education and training, promoting diversity and inclusion in the workforce (Health Education England 2022) and should be considered as a method of delivery.

➤ A shift towards mentoring and coaching.

A significant amount of effective ongoing education and training for health professionals is completed in informal ways. This includes a collection of courses and/or credits, healthcare team huddles practice-based learning by observing colleagues at work and critical thinking by communicating with others in the team. These are often preferred by staff because learning is directly intertwined with their daily work or practice. (Fitzgerald et al 2023)

Learning from peers in the work environment is evidenced as being successful in positively influencing practitioner behaviour (Forsetlund et al 2009) so experiential and work-based learning should be considered valuable methods of delivery. Where applicable, there should be mechanisms for competence assessment and the awarding of educational credit. CPD is not however, simply, a mandatory or voluntary collection of credits and should be seen as a driving force that effectively transforms clinical practice and propels multiprofessional healthcare teams to provide high quality, safe, and efficient care to patients and their families (Fitzgerald et al 2023).

When appropriate to content, interprofessional learning offers advantages in helping individuals to understand their role, and the role of others, improving their attitudes toward one another and developing collaborative knowledge and skills. This should be the first considered choice for the delivery of CPD in health organisations (Mlambo et al 2021, Karas et al 2020, Reeves et al 2016). There is also growing evidence of changes in behaviour and practice with benefits to patients and service users (McBride et al 2022, Reeves et al 2016). CPD delivered internally should meet organisations' priorities. Appropriate CPD delivered by external organisations is also of benefit and has been evaluated as successful in changing the behaviour of practitioners and positively influencing healthcare delivery.

14. Culture and engagement

Against a backdrop of workforce challenges, it's never been more important for organisations to build a culture of engagement with their employees who want to learn and grow. Putting learning and development at the heart of an organisations culture that inspires, motivates and provides the tools and resources necessary for success will help drive organisational success.

Bridge is a member of the Learning Technologists Group plc (LTG): a market leader in the fast-growing workplace digital learning and talent management market. They provide a learning and development platform which combines learning management, performance management, career development and engagement into one experience <http://getbridge.com>. The report on 'The Powerful Link Between Learning and Employee Engagement (2023)' provides ways to strengthen employee engagement

designed to get the workforce engaged through learning and development practices. In summary these include:

1. **Reinforcing a culture of learning and development:** A clear set of values, goals, and beliefs gives greater meaning and purpose to the work people do. Employees consider their organisations culture a defining factor in how effectively they perform their jobs. Learning and development are therefore a powerful way to communicate and reinforce values, goals, and beliefs of an organisation. By making Learning and development part of culture, results in individuals and teams having the knowledge, confidence, and sense of belonging to thrive in their roles.
2. **Give people the skills to grow:** Skills development leads to increased productivity and shows the workforce that their growth is a priority. By working with individuals and teams to understand existing capabilities, identify their unique goals, and align them with strategic priorities, will develop and nurture a talent pool that feels valued.
3. **Develop engaging leaders:** Leaders and managers are at the forefront of employee engagement initiatives. In times of uncertainty and disruption, training builds employee resilience and the workforce looks to leaders to offer direction. Workplaces that provide ongoing support, communicate frequently, and make mental health and wellbeing a priority respond to challenges more effectively. With the power to communicate the organisation's mission, lead change, and inspire positive transformation, leaders can make or break how employees feel about the organisation. Because leaders set the tone for engagement in the workplace, they must also be equipped with, and trained in the necessary tools and resources.
4. **Enhance the learning experience with high-impact quality content:** Important to understand how the workforce currently learns. Do current training programmes inspire curiosity and enable connection? Is it easy to find and distribute information? Do programmes meet current and future needs? The answer to these questions will help streamline the learning and development offering and provide a clear picture of where investment would help to build a stronger, more engaging learning experience.
5. **Opportunities for development drive retention:** The workforce wants to see that they have a career path. Mobilising talent through development and advancement opportunities will show employees what is possible and that their efforts are recognised. When employees have access to growth and development opportunities supported by technology tailored to their unique needs, they are more likely to report a positive workplace experience.

15. Making time for CPD

If organisations want individuals and teams to make time for learning, employers need to establish that they're allowed to put aside a portion of their working time. This form of authorised learning time needs to be part of the organisations culture, implemented by all Departments and Teams, and importantly the organisations commitments and policies to continuous professional development must be communicated across the workforce.

Giving employees time to develop is not new and several organisations including Google, Apple and the BBC have experimented with offering some variation of time. In professions like medicine, for example, protected learning time is a recognised practice. There is, however, no reason to limit protected learning time to medical practitioners. Most healthcare employees are busy or burnt out and cannot make time

to learn without the support of their employers. The goal is for employees to have the autonomy, freedom and flexibility underpinned by an organisational philosophy that permits individuals and teams to proactively make the time to access CPD. 4 Ways to Get Your Teams to 'Make Time for Learning' is a practical resource to enable a new equation to make protected time for CPD a reality.

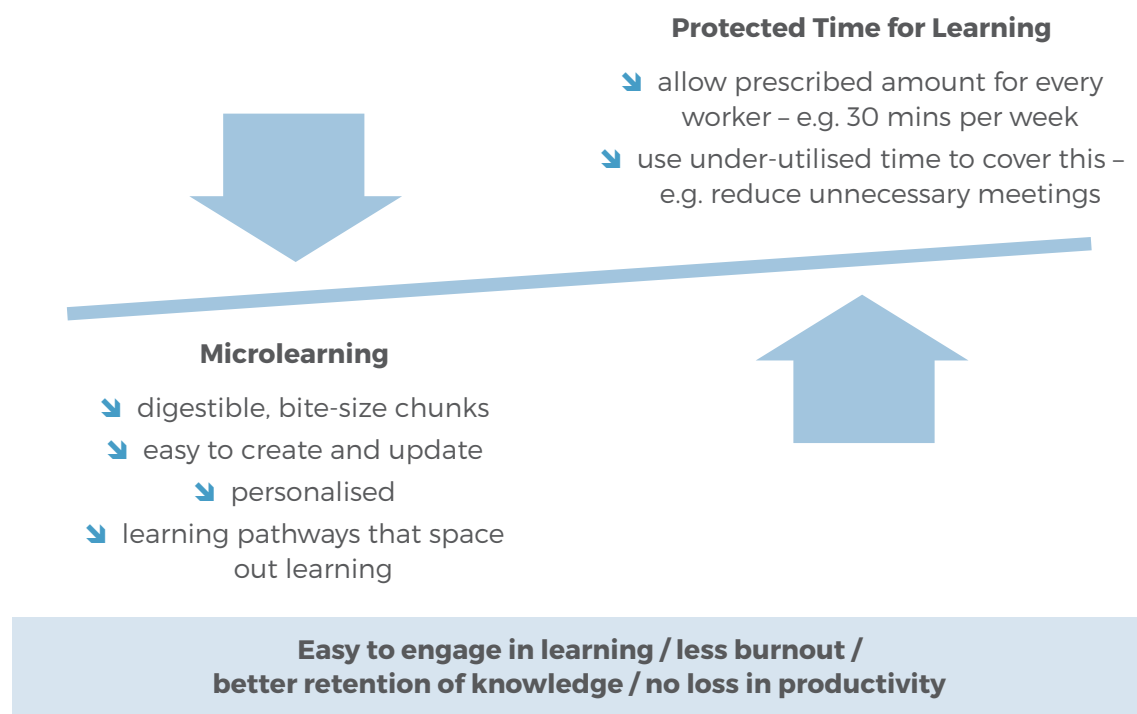
Model for a learning organisation



1. Protected time for learning policies
2. Use micro-learning strategies
3. Incentivize with opportunities – talent mobility
4. Use a learning platform with tools and resources

(Ref: Bridge is a member of the Learning Technologies Group plc (LTG): a market-leader in the fast-growing workplace digital learning and talent management market.)

New equations to make CPD a reality?



16. Roles and responsibilities

The role of Health Education and Improvement Wales in CPD

HEIW can help build a culture that inspires effective and impactful learning at scale and at speed, addressing content and courses on the “supply side” of learning, and making learning accessible. As a system leader, HEIW has a role in horizon scanning and identifying the needs of the workforce in line with service needs, ensuring staff are prepared for changing roles and service redesign.

HEIW has a leading role in supporting the education, training, development, and shaping of the Welsh healthcare workforce. This includes providing vision and guidance in line with health and social care policy, that helps support and transform the workforce through accessible, inclusive, and flexible CPD. HEIW can offer opportunities to learn together, contributing to the beneficial provision of learning; and where appropriate, support streamlining of re-registration requirements imposed by regulators. This will support team working cultures, which are considered central to quality improvement.

HEIW will provide some CPD and commission other organisations to provide CPD such as Higher Education Institutions and Further Education Colleges. Where commissioning or providing CPD, HEIW has a role in evaluating its quality and effectiveness.

HEIW can provide or facilitate delivery structures and is well-placed to support the application of two measures for assurance of the quality of any CPD activities, that:

1. CPD offered is based on valid needs assessments.
2. CPD carried out is evaluated and outcomes are acted on.

Needs analysis	CPD provision	Evaluation
<ul style="list-style-type: none"> ➤ Horizon scanning ➤ Influence and drive the workforce agenda congruent with policy and service needs ➤ Ensure development of the workforce in line with service redesign and priorities 	<ul style="list-style-type: none"> ➤ Encourage, support and facilitate CPD in line with the CPD strategy principles ➤ Provide CPD congruent with service needs and priorities ➤ Provide CPD that enhances role/ career development ➤ Ensure CPD is provided by trained educators ➤ Encourage and support multi-disciplinary learning opportunities ➤ Commission other organisations to provide CPD that meets service requirements ➤ Set standards for the commissioning and funding of CPD 	<p>Where CPD is commissioned or delivered by HEIW:</p> <ul style="list-style-type: none"> ➤ undertake monitoring and evaluation ➤ ensure value for money ➤ measure the effects of CPD on developing the workforce ➤ measure the impact of CPD on meeting service priorities ➤ measure the outcome of CPD in enhancing the quality of services to the public

Figure 3. The Role of Health Education Improvement Wales in CPD

17. The role of NHS employers

Employers have an important responsibility to ensure that staff can access CPD and can maintain and update their skills and knowledge to effectively and safely undertake the role for which they are employed. The employer must make available

the opportunities to adapt work and practice changes and developments e.g implementing NICE Guidelines, evidence-based research, system changes or expectations of the organisation to deliver local service needs.

CPD is instrumental to ensure quality clinical practice and patient safety, thereby it is often integrated in regulators' registration standards or embedded in the codes of professional conduct and ethics. Yet, implementing CPD is not an automatic process and requires the support of healthcare managers. Their role is essential, in ensuring positive and supportive work environments (e.g. protected time, sufficient staffing, and resources).

Healthcare managers must enable local facilitators that champion and reinforce life-long learning during daily work or clinical practice, particularly following completion of CPD activities.

Both formal and informal learning opportunities that are auditable and linked with PDPs and appraisals must be facilitated along with encouraging multi-disciplinary learning where possible, to meet a range of health workers' needs, enhancing the value of learning to strengthen multidisciplinary teamwork. All forms of CPD should be evaluated to determine the benefits to individuals, the team, and the wider organisation.

Needs analysis	CPD provision	Evaluation
<ul style="list-style-type: none"> ➤ CPD time will be used to optimise and coordinate the benefits of learning for service provision (the patient); career development (the individual); and efficiency (the service); ➤ Influence and drive the workforce agenda congruent with service needs ➤ Ensure development of the workforce in line with service redesign and priorities ➤ Develop a workforce plan ➤ Undertake personal development planning/annual review (PDR) to identify CPD requirements ➤ Recognise and support staff aspirations/career development and balance with service and organisation priorities 	<ul style="list-style-type: none"> ➤ Encourage, support and facilitate CPD in line with the CPD strategy principles ➤ Provide CPD congruent with service needs and priorities ➤ Provide CPD that enhances career development ➤ Support staff development as educators and mentors at all levels of the organisation to ensure CPD is provided by experienced, competent coaches or mentors ➤ Support opportunities for experiential learning from practice ➤ Provide opportunities for CPD linked to adverse events ➤ Encourage and support multi-disciplinary learning opportunities ➤ Work with other CPD providers to ensure education meets service requirements 	<ul style="list-style-type: none"> ➤ Establish methods of monitoring and evaluating CPD provided ➤ Ensure value for money ➤ Share the outcomes of CPD across occupational groups ➤ Measure the effects of CPD on the workforce ➤ Measure the impact of CPD on enhancing the quality of service provision and report to the executive board

Figure 4. The Role of NHS Employers in CPD

18. The role of the individual in CPD

It is the individual's responsibility to ensure they remain competent and confident to undertake the role for which they are employed, to comply with regulatory requirements, to retain registration where appropriate and develop proficiency throughout their career (HEIW CPD working Group 2022). For individuals, CPD must be:

- Relevant to their work or practice.
- Documented and used as a basis for reflection and improvement to work or practice.
- Use a reflective learning cycle based on planning, learning, evaluation, and key future planning to reflect improvements to work, practice and career development.
- Auditable and linked with PDPs and appraisal as appropriate.
- Inclusive of a range of informal and formal learning experiences.
- Contributing to their personal/professional development, future role, and the enhancement of patient care/health delivery.

Needs analysis	CPD provision	Evaluation
<ul style="list-style-type: none"> Undertake a personal needs analysis measured against competence and role development Identify CPD requirements to retain competence and confidence congruent with role Consider personal and career aspirations and identify CPD to enhance professional development Seek to develop improved educator/mentorinig skills to effectively share learning and better support others in their development Identify regulatory requirements to retain registration where appropriate Complete an annual PDR that determines CPD requirements 	<ul style="list-style-type: none"> Seek out opportunities for CPD relevant to role Undertake CPD required to retain registration where appropriate Engage in a range of informal and formal CPD Maximise opportunities to learn about, from and with each other in the health setting Engage in experiential learning, utilising experiences from practice situations Reflect on adverse events and how the quality and safety of practice could be enhanced Keep up to date with the evidence base relevant to role Undertake an annual PDR/appraisal with manager 	<ul style="list-style-type: none"> Document and reflect on CPD undertaken (in accordance with professional bodies' standards, where appropriate) identifying effects on practice, highlighting areas for further development Evaluate the outcome of CPD on personal development Evaluate the effects on career development Share with others in the organisation, the outcome of formal CPD undertaken Share with managers the outcomes of formal CPD undertaken, highlighting the positives and negatives

Figure 5. The Role of the Individual in CPD

19. The role of the professional bodies in CPD

Professional bodies also have an important role in CPD and are dedicated to the advancement of the knowledge and practice of professions through developing, supporting, regulating, and promoting professional standards for technical and ethical competence (Ref: PARN²).

Professional bodies are concerned with the public benefit as well as the reputation of professionals. They aim to maintain and develop professionalism, thereby securing high-quality professional services for society. These organisations do work that includes promoting and educating their professional members through post-registration education and training and continuing professional development.

Professional bodies seek to inform individuals' personal development aspirations and inspire education providers to:

- Articulate regulatory requirements to retain registration where appropriate.
- Provide support for CPD
- Review publications in professional journals or magazines
- Use networks and special interest groups for professionals to meet and discuss their field of expertise

20. The role of the regulators in CPD

Ten health and care regulators oversee registered health and care professionals working in occupations that Parliament has said must be regulated. A register shows that the professionals on the register are properly trained and qualified and meet the regulator's standards. It is a criminal offence to work in these regulated occupations and not be registered.

Regulators do four things:

- Set standards of competence and conduct that health and care professionals must meet to be registered and practice.
- Check the quality of education and training courses to ensure students acquire the skills and knowledge to practise safely and competently.
- Maintain a register that everyone can search.
- Investigate concerns about people on their register and decide if they should be allowed to continue to practise or removed from the register - either because of problems with their conduct or their competence.

Regulators also provide advice about the regulation of health and care professionals to Ministers and others, publishing standards and encouraging research so that regulation is based on evidence of what works.

Regulators will:

- Effectively promote their evidence-based findings through partnership organisations and members and help expedite the development and delivery of recommended CPD content.

21. The role of the Welsh Government in CPD

Welsh Ministers have a responsibility to encourage shared learning and expertise. In respect of their functions in relation to the health service (and NHS bodies in respect of all its functions) meeting the duty of quality requires that they exercise their functions with a view to securing improvement in quality of health services.

Welsh Ministers are required to ensure that NHS organisations develop their quality management systems with the aim of achieving a learning and improving environment; and create a culture of quality within organisations. (Ref: [The Duty of Quality Statutory Guidance 2023](#) and [Quality Standards 2023](#), Welsh Government).

22. Implementation of the CPD strategy

This Strategy is our opportunity to address several long-standing challenges and prepare our workforce for future challenges and opportunities as the landscape for delivering healthcare changes. This strategy will enable our whole workforce at every level in Wales to develop their work or practice safely within their working environment, which promotes safe patient care within the context of a bilingual nation.

Implementation of the strategy will be achieved through the creation of a strong commitment to making education more accessible, equitable and places learning and development at the heart of an organisations culture that inspires, motivates, and provides the tools and resources necessary for success.

23. All Wales priorities for CPD

Driven by key themes within [A Healthier Wales: Our Workforce Strategy for Health and Social Care](#) the implementation plan will include the following priorities for CPD across all levels of the NHS Workforce to reduce the inconsistent delivery, lack of access and variation in the adoption of CPD across and within organisations. The priority areas are aimed at addressing some of the key workforce challenges, policy requirements and service delivery pressures:

- Leadership
- Digital Capability
- Working in a Team
- Patient Safety

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Endnotes

1. Definition of interprofessional education (IPE), World Health Organization (WHO 2010).
2. The Professional Associations Research Network (PARN) is the not-for-profit membership organisation for the professional body sector



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