

The Framework for Continuing Professional Development

Your Personal Profile



Chartered Institute of
Library and Information
Professionals

This document introduces a structured approach to Continuing Professional Development (CPD) for Library & Information Services (LIS) staff. It has been designed to assist you to make plans for your continuous development and to record progress against those plans.

Your progress is largely determined by your job performance, your decisions and your actions. To emphasise this, the method suggested in this document encourages objective analysis and planning in partnership with your employer.

The complete framework of continuing professional development consists of a complementary set of guidelines for individuals, for employers, The Chartered Institute of Library and Information Professionals (CILIP), and the various providers of CPD activities, together with this personal profile and workbook. (The guidelines are attached as an appendix.) It would be helpful for you to read through the set of guidelines paying particular attention to those for individuals.

Employers and professional bodies have important roles to play in the CPD of the LIS workforce. This document sets out to place a major emphasis upon the individual, in partnership with their employer.

What can you do to develop your competence at work, and make the most of your abilities? You will need to do this whether or not you intend to seek promotion or move on to other work or are temporarily unemployed.

There is always an element of opportunism in career development - the right person at the right time, finding the right job. Planning and personal initiatives, however, can play a major part in creating opportunities for development. Try to influence your future rather than simply react to events.

The document will help in the following ways ;

- TO REVIEW SYSTEMATICALLY YOUR PRESENT DEVELOPMENT NEEDS
- TO PROVIDE PREPARATION FOR DISCUSSION WITH YOUR EMPLOYER/PROFESSIONAL BODY
- TO DEVISE A REALISTIC DEVELOPMENT PLAN
- TO RECORD AND MONITOR YOUR ACTUAL PROGRESS AGAINST THAT PLAN

This is a working document for your own use. Use it flexibly in a way which you find most helpful. You will need to follow the stages indicated in the Planning Cycle diagram. You may wish to use photocopies of the forms in the document as rough working papers.

- This document is intended to assist you in making plans for improving your performance in your present job and for your future development. It also provides an opportunity to record your ideas, plans and progress. This process of analysis, planning and recording can enable you to identify opportunities for personal growth and professional development.
- The Development Plan you create will need to be flexible and respond to changing demands. It will also need to be realistic. Personal career planning should assist you to recognise the roles most suited to your abilities and ambitions. It should also help you to find challenge and variety throughout your working life.
- Jobs should be interesting and satisfying. Change is a continuous process. There will always be a need to put effort into keeping abreast of new knowledge and techniques so that when opportunities arise you can take advantage of them.
- All members of CILIP are bound by the Code of Professional Conduct (1989, see para 7.2c) and as such have a responsibility to ensure the maintenance of high standards of service.

The Chartered Institute of Library and Information Professionals is the professional body representing library and information staff in the United Kingdom. With a membership of over 26,000 of which some 25,400 personal members are employed in providing and developing library and information services in all fields, in central and local government; in national and academic institutions; in the media; in commerce and industry, and in many other settings. Under the terms of its Royal Charter, CILIP has a duty to promote the improvement of such services throughout the United Kingdom.

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Acknowledgement

The framework of Continuing Professional Development for staff engaged in library and information services consists of a set of our Guidelines and this personal profile document. This framework was developed in 1992 by the Continuing Education Department of The Library Association in close collaboration with Royston Brown. The guidelines and the profile draw heavily on his work in a project funded by The British Library Research and Development Department, whose support for it and the original printing in 1992 is gratefully acknowledged.

INTRODUCTION

THE FRAMEWORK FOR CONTINUING PROFESSIONAL DEVELOPMENT

CILIP has introduced a formal framework for the Continuing Professional Development (CPD) of its members to enable them to keep pace with the rapid changes in the environment in which they work. Significant social, economic, political and educational developments all have an impact on the delivery of library and information services. Changes in funding regimes and administrative structures, the widespread introduction of technology and shifts in the expectations of the users lead to changes in the nature of services provided. These in turn mean that library and information staff have, in common with other professionals, to ensure their skills and competences match the changing demands of employers and users.

The CILIP Framework for Continuing Professional Development consists of:

- **introduction**
- **a personal profile**
- **guidelines for good practice.**

It has been estimated that qualifications, (academic, vocational and technical) have an average life of only five years. CILIP responds to the need for continuing professional development after initial academic qualifications in the following ways; the award of Chartered Membership; the award of Fellowship; and the provision of a programme of events which update knowledge and develop skills. Each member of CILIP has the responsibility to ensure high standards of service. This principle is enshrined in the Code of Professional Conduct {1989 paragraph 7.2c(1)} which requires members to be 'competent in professional activities and keep abreast of developments in librarianship.' Equally employers have a responsibility to support staff development. Members who are employers have a duty to ensure that those whom they supervise are trained to carry out their activities competently.

How are these responsibilities carried out in practice? How do members of CILIP ensure their competence? By what means do they keep up to date? What is the role of employers, professional bodies and other institutions in the provision of relevant and coherent professional development opportunities? These questions are not confined to CILIP members. Evidence from many other occupational groups which have sought to maintain the status of their workforce and ensure high standards of services, is that a formal framework for the continuing professional development of their members is helpful. Both obligatory and voluntary models exist from which lessons can be learned. Successful schemes are based on agreements between employers, employees, professional bodies, and providers of learning opportunities about their respective roles and responsibilities.

Partnerships and recognition of joint responsibilities already exist in library and information practice. CILIP works closely with the institutions of higher education to ensure that suitable courses are provided to meet changing needs. It has particular links with those institutions which offer the degree and postgraduate courses through which people enter the profession. Through its accreditation procedures, CILIP is involved in the development and review of courses, paying particular attention to access to learning opportunities both for initial qualification and for continuing education. CILIP also has links with a wide variety of employers through the approved training programmes and supervision required for routes to Chartered Membership. By establishing a formal framework for CPD CILIP now seeks to strengthen and extend these connections by the provision of guidelines and a personal profile document for members.

A fundamental principle of continuing professional development is the need for individuals to take responsibility for their own lifelong learning. Both the maintenance of competence and career advancement require a commitment to continuous improvement and professional development as job requirements and personal interests change. The rationale for this framework is that an effective partnership between an individual and an employer is essential if the overlapping aims of improved performance and individual career enhancement are to be met.

The PERSONAL PROFILE enables an individual to analyse professional development needs, prepare a personal plan, record activities and evaluate progress. It is a step by step guide and can form a permanent record of achievement. It enables an individual and their successive employers to devise, implement and assess CPD plans in close collaboration.

The set of four guidelines focus on:

- 1. Individuals**
- 2. Employers**
- 3. The professional association**
- 4. Providers of CPD activities for library and information workers**

CILIP's framework for continuing professional development is designed to be enabling, not prescriptive. It is hospitable to the needs of all levels of staff, with or without formal LIS qualifications. The framework aims to empower individuals to use it in different ways as they design and carry forward career plans. Significant emphasis is put on the fact that all staff will need to develop whether or not they seek promotion. It acknowledges the needs of those employed in locations distant from major conurbations, small organisations or single person services. It should also be helpful to those currently unemployed by encouraging a systematic approach to a wide variety of learning opportunities. The framework recognises the value of structured on and off the job training. It also stresses the need for individuals and employers to develop the ability to identify the learning outcomes from work-based and own-time activities.

WHAT ARE THE BENEFITS OF SUCH A FRAMEWORK?

EMPLOYING ORGANISATIONS GAIN:

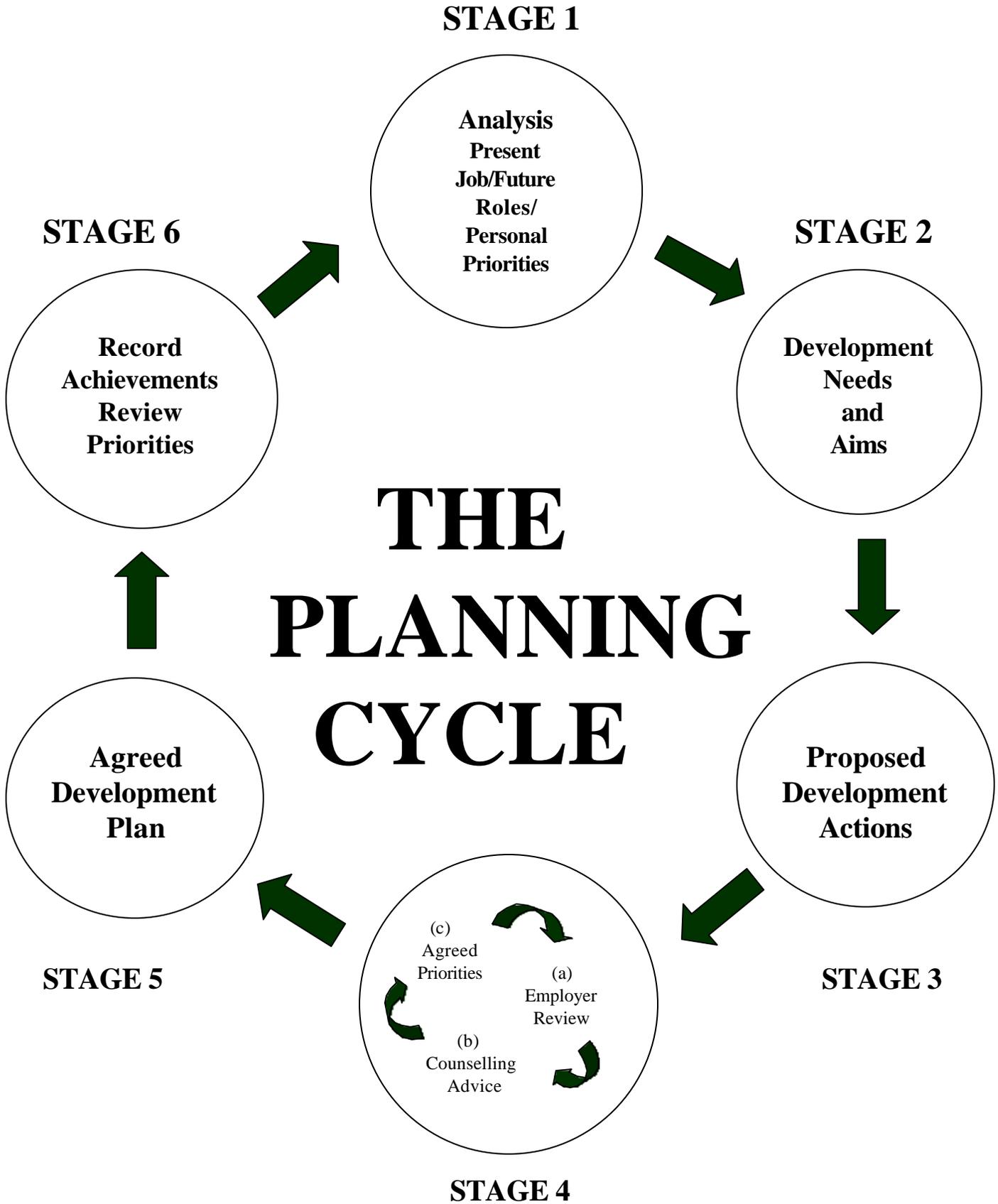
- IMPROVED SERVICE TO USERS
- IMPROVED PERFORMANCE AND PRODUCTIVITY
- POTENTIAL CANDIDATES FOR PROMOTION
- VISIBILITY AS AN EXEMPLARY EMPLOYER
- HIGH QUALITY STAFF ATTRACTED BY THE SCHEME
- A COMMITTED AND SKILLED WORKFORCE

EMPLOYEES GAIN:

- ENHANCED SKILLS AND JOB SATISFACTION
- EXPERIENCE OF A WORKING ENVIRONMENT WHICH SUPPORTS LEARNING
- A RECOGNISABLE FRAMEWORK WITHIN WHICH TO PLACE ACTIVITIES AND EXPERIENCE
- A RECORD OF DEVELOPMENT, WITH THE POSSIBILITY OF ASSESSMENT AS PART OF AN ACADEMIC AWARD
- AN IMPROVED PROFILE FOR LIBRARY AND INFORMATION SKILLS
- INCREASED SELF ESTEEM

The framework aims to be supportive, coherent and consistent, whilst allowing individuals the flexibility to plan constructively on the basis of personal choice, perception of need and the availability of resources. The process is voluntary rather than mandatory. Its success and development will depend on the extent to which it is taken up and the vigour with which it is applied in practice. It presents an opportunity for the members of CILIP to play an active role in determining their own future, and ultimately that of the profession itself, whilst enhancing the quality of the services for which they are responsible.

THE PLANNING CYCLE



STAGE 1

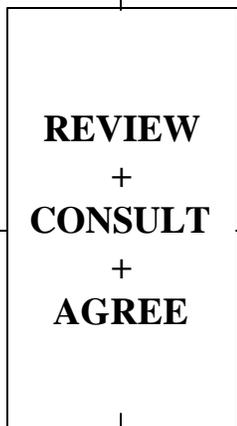
ANALYSIS

The first stage in the planning cycle is to analyse the following three elements A, B and C in order to identify in **Stage 2** your Development Needs and Aims.

ELEMENT A



ELEMENT B



ELEMENT C



STAGE 1. Element A

PRESENT JOB

The aim of this part is to identify where action is needed to contribute to maintaining and improving present job performance.

On the following form you should analyse your job taking into account the following questions:

- **What are the key areas which you need in your present job?**
- **For each area, what are the needs for improvements to ensure you carry out your present job effectively?**
- **What improvements are necessary to fill the gaps (in terms of additional knowledge and skills needed)?**
- **How will new technology and other changes affect your job?**

KEY AREAS OF WORK:

This is what you aim to achieve at work: it is why your job exists and what your employer thinks important. Refer to the job description if applicable.

You may find it helpful to break down your job into four areas:

- (a) Library and information skills
- (b) Personal effectiveness/communications
- (c) Management skills
- (d) Corporate skills

KNOWLEDGE AND SKILLS NEEDED:

These arise out of your work areas. Take into account:

- The objectives of your job as well as what you actually do.
- Your strengths and abilities which could be built on and developed.
- Areas where help is needed to increase effectiveness.

Try to be as specific as you can in terms of the knowledge and skills needed. You may find it helpful to consider the following lists with reference to the areas above: add to them or amend as necessary.

Library and information skills

- Identify needs of those to be served
- Meeting user needs and demands
- Customer care
- Organising knowledge and information
- Retrieving knowledge and information
- Sources of information
- New development in products, processes and services

Management skills

- Planning
- Finance/budgeting
- Personnel/staff management
- Leadership
- Marketing
- Performance review

Personal effectiveness

- Problem solving
- Verbal communications
- Written communications
- Coaching
- Teamwork

Corporate skills

- Achieving goals and objectives of parent organisation through library and information services
- Using the organisational context
- Awareness of national and local policies

- Political know-how

STAGE 1.

ELEMENT A	PRESENT JOB
Main work areas	Additional knowledge and skills needed

STAGE 1. Element B

FUTURE ROLES

The aim of this part is to anticipate changes in your future role(s) at work and to identify areas where action is needed to meet these changes.

On the following form analyse your job over the foreseeable future, say up to three years ahead.

- **What areas of your work are likely to change?**
- **What additional knowledge and skills would you have to acquire in order to meet those needs?**
- **Are any job moves possible to make better use of your abilities?**

CHANGING AREAS OF WORK

Refer to the notes in Element A. It would be useful to consider likely changes in both your current job and additional roles you foresee for yourself. The focus should be on those areas of work in which you anticipate changes arising from technology, systems, work patterns, client needs and other factors.

ADDITIONAL KNOWLEDGE AND SKILLS

Refer to the notes in Element A.

STAGE 1.

ELEMENT B	FUTURE ROLES
Changing areas of work	Additional knowledge and skills

STAGE 1. Element C

PERSONAL PRIORITIES

On the following form consider your interests and priorities, and propose how they may be developed over the next 3-5 years.

- **WHAT ARE YOUR MAIN INTERESTS?**
(A) **WORK RELATED**
(B) **NOT WORK RELATED**

- **RANK THESE IN ORDER OF PRIORITY TO YOU.**

- **FOR EACH INTEREST WHAT DO YOU HOPE TO ACHIEVE IN THE NEXT 3-5 YEARS?**

Interests:

The following list could act as a starting point for you.
You may like to add other appropriate items.

Responsibility at work (people, projects, etc)
Work satisfaction
Involvement in the work of professional institutions
Health
Family/home
Further formal study
Social activities
Sports/hobbies (competitive; relaxation)
Geographical location
Salary
Community/voluntary work
Preparation for retirement
Learning a new skill

STAGE 1.

ELEMENT C		PERSONAL PRIORITIES
Interests	Priority (high, medium, low)	Proposed Objectives

STAGE 2.

KEY DEVELOPMENT AIMS FROM THREE ELEMENTS A, B AND C	
Aim	Timescale

STAGE 3.

PROPOSED DEVELOPMENT ACTIONS

Refer to your Development Aims from Stage 2 and list them on the Proposed Action Sheets. Consider the possible Development Actions that you could take to achieve each objective and note these in the appropriate column.

Continuing Professional Development involves both work-based learning and own-time learning. It will have some structured elements, e.g. training sessions, project management and some unstructured, e.g. reading professional press, giving a conference paper.

When completing the proposed action sheets try to be **REALISTIC** and **IMAGINATIVE**. There are a number of ways of learning. Your chosen plan will depend on the particular learning objectives, the cost effectiveness of different activities, your preferred learning style. Practical experience by means of short projects, secondments or carrying out a self study activity can in many cases be more effective than only attending a training course.

Under 'Learning Methods' the term Open Learning covers self-study programmes, including correspondence courses, open university and open college courses, the use of video/interactive video material, and other resources.

STAGE 3.

PROPOSED ACTION SHEET NUMBER:	
Name _____ <i>Use a separate sheet for each development aim</i>	
Aim _____ _____	
LEARNING METHODS	Be as specific as possible in identifying your preferred learning method(s) for this aim
Job experience/secondment	
Reading books/journals	
Professional meetings/conferences	
Coaching /tutoring	
Writing/speaking	
Special projects	
In-house courses	
External courses	
Open learning	
Additional academic qualifications	
Other (specify)	

STAGE 4.

AGREEING PRIORITIES

(a) EMPLOYER REVIEW

In drawing up your Plan it is important to discuss your proposals with your employer to obtain their views and agree their role and support in carrying out the planned actions. You should use the key development aims from Stage 2 and your proposed action sheets from Stage 3 for these discussions.

Employers aim to utilise their employees most effectively to achieve their organisational objectives. You need to check your development objectives against your employer's plans for you. Most employers react favourably to constructive proposals but your employer's assessment of needs may be different to yours and resource constraints may result in different priorities.

If your employer has an appraisal scheme then you could use your proposed Development Actions as the basis for your input into that scheme. This should be a regular process, usually on an annual basis. Alternatively arrange with your line manager for a meeting to discuss and agree your Plans. If you are currently unemployed consider the value of talking to a professional colleague who works locally, or who is active in a special interest group of CILIP.

(b) ADVICE/COUNSELLING

In drawing up proposals for developing your job and your career you may need to discuss these with an advisor or counsellor/mentor. Their role is to help you review your interests and plans, and provide guidance on available opportunities.

Where you believe that advice/counselling would be helpful, contact your employer in the first instance. They may be able to recommend whom you should contact, taking into account your professional discipline and interests. If your employer/line manager/mentor is not able to assist, you should contact your professional body.

(c) AGREED PRIORITIES

As a result of your contacts, the review and any advice or counselling, you will need to establish agreed priorities for action. The outcome of all of these discussions will lead to the production of your personal development plan, see Stage 5.

STAGE 5.

YOUR DEVELOPMENT PLAN

Arriving at a realistic plan is likely to take several attempts. The process may involve drafting proposals; talking to your employer and/or colleagues; getting advice from a counsellor/advisor and going back to your employer for final agreement.

Having worked through your proposals with your employer/advisor/mentor you can complete the DEVELOPMENT PLAN sheets overleaf.

For each Development Aim you should note WHO is responsible for WHAT in order that the planned actions are implemented.

This Plan is the vital part of the profile. A copy of the plan could be given to your employer to assist in drawing up and implementing their education and training plans.

It is not the intention that you should prepare a fixed Development Plan which will be completed at all costs. In practice development needs will vary as circumstances change and opportunities present themselves. The plan prepared in this section should be considered only as a snapshot' of your needs at a point of time.

STAGE 5.

Name _____ Date _____

YOUR DEVELOPMENT PLAN,

this summarises detail from Stage 2 and the proposed action sheets from Stage 3

WHAT	HOW	WHEN	WHO
Development aim	Planned actions	Timescale	Support/ authorisation e.g. employer/line manager/mentor

STAGE 5.

Name _____ Date _____

YOUR DEVELOPMENT PLAN,

this summarises detail from Stage 2 and the proposed action sheets from Stage 3

WHAT	HOW	WHEN	WHO
Development aim	Planned actions	Timescale	Support/ authorisation e.g. employer/line manager/mentor

STAGE 6.

RECORDING ACHIEVEMENT

There are three parts to this stage:

6 (A) RECORD OF DEVELOPMENT ACTIVITIES

This part invites you to record on the following form the activities which take place and to evaluate how they are useful. Include activities, whether planned or not, in the following areas

Job experience/secondment

Reading books/journals

Professional meetings/conference

Coaching/tutoring

Writing/speaking

Special projects

In-house courses

External courses

Open learning

Additional academic qualifications

Other (please specify)

In recording the results of activities note the key outcomes and benefits to you.

(B) EVALUATION OF DEVELOPMENT ACTIVITIES

This part should be used to assist you in detailed evaluation of individual development activities.

(C) UP TO DATE PERSONAL RECORD

STAGE 6.

A) Record of Development Activities

Date	Development Activities	Results KEY BENEFITS	Further action

STAGE 6.

B) Evaluation of Development Activities

Investment in Continuing Professional Development can be time consuming and expensive. It is essential that development activities are planned to meet real needs, and that there is an evaluation of the results. Activities undertaken should be reviewed, in conjunction with your employer if appropriate.

The review should identify information for each development activity in the following areas:

- **Title, date(s), venue and provider**
- **Statement of objectives**
- **How far the objectives were met**
- **The duration and balance between the different parts of the development activity**
- **The learning outcomes for the individual**
- **How the learning will be used**

Your employer may already provide an evaluation form for each activity you undertake. Some providers may have their own evaluation form; you should retain a completed copy.

Where such a document does not exist you may wish to use the sample following.

STAGE 6.

B) Evaluation of Development Activities

Title: _____

Date(s): _____

Venue: _____

Provider: _____

1 What were the objectives of the event?

2 Indicate the extent to which the objectives were met:

Fully Achieved 1 2 3 4 5 Not Achieved

3 What were the learning outcomes for you personally?

4 How do you plan to use the learning gained?

5 Comment on the balance between the different parts.

6 Evaluate the following (if appropriate)

Using the scale

Excellent 1 2 3 4 5 Inadequate

Contributors 1 2 3 4 5

Facilities/equipment 1 2 3 4 5

Papers/handouts 1 2 3 4 5

Administration 1 2 3 4 5

STAGE 6.

C) Personal Record

Name _____

Membership status

Date achieved

Professional bodies _____

1. QUALIFICATIONS, EDUCATION, TRAINING AND PROFESSIONAL ACTIVITIES

Education

Qualifications

Date

Training

Professional activities

separate extension sheets may be added

Continued

STAGE 6.

C) Personal Record

2. EMPLOYMENT HISTORY			
Dates	Employer	Job Title	Key Responsibilities

Continuing Professional Development for library and information service staff

GUIDELINES

- 1. INDIVIDUALS**
- 2. EMPLOYERS**
- 3. CILIP**
- 4. PROVIDERS OF CPD
ACTIVITIES**

1. GUIDELINES FOR INDIVIDUALS

The purpose of this guideline is to enable individuals to exercise personal responsibility for taking appropriate action to establish and maintain intellectual and personal development relevant to current employment and anticipated future work.

ACTION

Show commitment to continuing professional development (CPD).

Good Practice

- Consult *CILIP Code of Professional Conduct*. Register with appropriate professional bodies. Participate in CPD activities organised by employer, academic institutions or professional bodies.
 - Attend professional meetings. Seek involvement in CILIP local branch or special interest group activities.
-

ACTION

Identify personal needs for continuing professional development.

Good Practice

- Use an approved document (see personal profile) to assist in planning to meet the needs of the individual's job and career and to contribute to the employing organisation's performance.
 - Take account of relevant needs and opportunities in the employing organisation together with personal interests and aspirations.
 - Take account of any recommendations from relevant professional bodies.
 - If currently unemployed use the ideas in the approved document to help in planning a systematic approach to CPD.
-

ACTION

Develop a personal continuing professional development plan.

Good Practice

- Discuss CPD proposals with the employer, where appropriate using any existing performance appraisal/career development system.
 - Obtain information/advice from the employer/ colleague or professional body. Agree the personal CPD plan with the employer, together with their role and support in carrying out the planned actions.
-

ACTION

Implement the continuing professional development plan.

Good Practice

- Wherever possible ensure that CPD contributes to job performance within 12 months.
 - Determine in conjunction with the employer the appropriate amount of CPD to be carried out. As a guide (based on existing good practice) in each year, a range between 28-42 hours, (the equivalent of 4-6 average working days) of CPD activities is recommended. It should be noted that best practice already exceeds this figure. A proportion of this time will always be own-time learning.
 - A variety of learning methods should be used depending on the particular learning objectives; the cost-effectiveness of different activities; the preferred learning style of the individual.
-

ACTION

Record continuing professional development activities, review position and assess benefits.

Good Practice

- Jointly examine with the employer the effectiveness and value of CPD to the individual and the employer. Agree further action.

2. GUIDELINES FOR EMPLOYERS

The purpose of this guideline is to encourage employers to create the climate and appropriate support systems for continuous staff development as a positive contribution to meeting the objectives of the employing organisation.

ACTION

Show commitment to continuing professional development.

Good Practice

- Include a statement of CPD and a strategy for implementation in the relevant organisational documents. Communicate policy and plans to employees.
 - Specify the responsibilities of managers, staff and the relevant departments, for CPD activities.
 - Establish or utilise appropriate existing systems for career development to help match individual and organisational needs.
 - Promote continuing professional development and publicise results through annual reports, newsletters etc.
 - Provide encouragement for CPD and recognition of its benefits and achievements in the provision of effective library and information services.
-

ACTION

Identify needs for continuous staff development.

Good Practice

- Involve employees in identifying development needs of groups of staff and individuals.
 - Encourage use of a suitable CPD document. (See personal profile)
 - Commit resources to train managers to encourage, appraise, guide and develop staff.
 - Make available advice and information on CPD activities to all employees.
 - Establish plans for CPD to meet the employing organisation's operating requirements.
-

ACTION

Implement continuing professional development plans.

Good Practice

- Ensure that adequate resources (financial and human) are available for effective implementation.
 - Ensure that sufficient, relevant, cost effective CPD is carried out for each individual. As a guide (based on existing good practice) in each year, a range between 28-42 hours, (the equivalent of 4-6 average working days) of CPD activities is recommended. It should be noted that best practice already exceeds this figure. A proportion of this time will always be own-time learning.
 - Collaborate with providers and professional bodies in the provision of relevant CPD programmes.
-

ACTION

Assess the benefits of continuous professional development in relation to the employing organisation's performance.

Good Practice

- Evaluate, jointly with employees the results and benefits of CPD carried out against defined plans.
- Monitor, review and revise, where necessary, the policies and plans for CPD in the light of experience of its operation.

3. GUIDELINES FOR CILIP

The purpose of this guideline is to promote and support the continuing professional development of the membership of CILIP in order to enhance the status of the workforce and ensure high standards of professional conduct.

ACTION

Establish a strategy and plans for continuing professional development of membership.

Good Practice

- Review governing articles and amend if necessary.
 - Allocate responsibility for CPD to appropriate staff. Commit adequate financial and human resources.
-

ACTION

Promote continuing professional development.

Good Practice

- Identify and generate interest in good practice.
 - Encourage other relevant professional bodies to adopt similar guidelines for their members working in the library and information services field.
-

ACTION

Encourage members to identify continuing professional development needs - plan appropriate action, record and assess the benefits in a systematic manner.

Good Practice

- Encourage members to develop a personal CPD plan using an approved document. (see personal profile)
-

ACTION

Identify range of structured continuing professional development opportunities appropriate to needs of membership.

Good Practice

- Ensure relevant information and advice are available to members.
-

ACTION

Recognise the contribution of unstructured activities to continuing professional development.

Good Practice

- Assist members to identify and maximise learning opportunities at work.
-

ACTION

Give recognition to continuing professional development progress.

Good Practice

- Liaise with employers, awarding bodies and academic institutions to ensure that recognition is given wherever appropriate.
-

ACTION

Monitor and evaluate effectiveness of continuing professional development framework.

- Good Practice**
- Monitor progress and assess benefits to members, employers and the professional body.

4. GUIDELINES FOR PROVIDERS OF CPD ACTIVITIES

The purpose of this guideline is to create and maintain a continuous learning environment recognising the contribution of both structured and unstructured activities, giving due attention to systems of evaluation, recognition and reward. (NB. Providers will include employers; commercial education and training organisations; academic institutions and professional bodies.)

ACTION

Recognise and assess the range of development opportunities in the working environment.

- Good Practice**
- Develop awareness of working patterns, procedures and structures and their ability to support staff development.

ACTION

Review the range of continuing professional development needs, both current and emerging.

- Good Practice**
- Design activities and materials to meet the needs of employers and employees effectively.

ACTION

Develop and deliver flexible cost effective courses and learning materials.

- Good Practice**
- Provide high quality materials and programmes consistent with cost effectiveness.
 - Innovate by using a variety of learning methods; develop flexible and modular programmes.
 - Ensure teaching/training staff have relevant up to date knowledge, experience and skills.
 - Work to standards validated by the relevant institutions

ACTION

Evaluate continuing professional development activities.

- Good Practice**
- Institute appropriate procedures in collaboration with participants and employers.

ACTION

Consider appropriate recognition and/or reward for continuing professional development.

- Good Practice**
- Wherever possible give recognition for CPD in appropriate ways. Provide opportunities for credit accumulation and transfer, where appropriate.