

CSP Development Workbook

Introduction

This workbook will help you record your personal & professional development from engaging with CSP-related activity. It is a generic workbook, so is not specific to any one type of activity. You could use it to track your development through the wide range of CSP-related activities – from becoming a CSP Steward or Safety Rep, supporting your English Regional Network or Country Board or CSP Professional Network, or becoming a member of one of the CSP's Committees or short-life working groups. The content of the workbook could also apply to more short-term commitments such as CSP Workout at Work day, or through supporting CSP campaign & communications activity locally.

The workbook is based on the [CSP's Physiotherapy Framework](#) - a resource that defines & illustrates the behaviours (& underpinning values), knowledge & skills used by the physiotherapy workforce at 6 different levels of practice. The workbook does not cover all 17 domains from the CSP's Physiotherapy Framework, but focuses in on the values, behaviours, knowledge & skills required to become the collaborative leaders of today & tomorrow (see Connecting with the CSP – [Frontline 07 May 2014](#)). You could use the workbook to become more aware of your current strengths/needs, & to show & share how your capacity for collaborative leadership has developed over time. If you use the CSP's ePortfolio to record, store & evidence your learning & development, you will find an ePortfolio version of the workbook in the CPD Resources workspace. Follow the links to find out how to open [your CSP ePortfolio](#), & how to subscribe to & access the content of the [CPD Resources workspace](#).

How to complete the workbook

Whichever format you choose, the workbook has three sections. The first section is designed to help you describe your CSP-related activity & what you hope to contribute/achieve through connecting with the CSP.

The second section of the workbook invites you to self-evaluate & evidence your practice & development in the following domains:

1. Physiotherapy values
2. Knowledge & understanding of physiotherapy
3. Self-awareness
4. Political awareness
5. Communicating
6. Managing self & others
7. Promoting integration & teamwork
8. Respecting & promoting diversity
9. Ensuring quality
10. Lifelong learning
11. Practice decision-making
12. Using evidence to lead practice

Each domain is broken down into a series of statements. Each statement is described at 6 different levels. Select the statement/level that most closely describes what you can do right now. This form is private to you - until you choose to share it, so you can be honest with yourself. Try not to

under- or over-estimate what you can do – it might be helpful to think about concrete examples from your day-to-day practice to help you choose which statement is most like you. Make a note of any examples to help you find recorded evidence to support your self-evaluation of practice.

The third & final section of the workbook gives you some space to reflect on the process of completing the workbook & to plan what to do next.

SECTION 1: How I connect with the CSP

1. Describe your CSP-related activity/role (e.g. CSP Health & Safety Rep, member of Associates Committee, Regional Network Learning Champion, iCSP network moderator)

2. What I bring to that activity/role

3. What I hope to develop through my CSP-related activity/role

SECTION 2: Describing my capacity for collaborative leadership

1. Values

Values are defined as a set of ideals that motivates & informs an individual's behaviour & actions.

The nature of values means that, unlike the other domains in the framework, they cannot be described at different levels. The values at the heart of the Physiotherapy Framework are shared by all CSP members; regardless of their occupational role, practice setting or level of practice.

They are fundamental to the CSP's expectation of members' professionalism (www.csp.org.uk/code)

Use this space to record evidence of how you are enacting the CSP's values through your CSP committee/short-life working group activity.

I can show evidence of altruism in my CSP committee/short-life working group activity

Altruism - a concern for others, with personal actions motivated by a desire to help others above anything else, without considering recognition or reward

Supporting evidence:

I can show evidence of advocacy in my CSP committee/short-life working group activity

Advocacy - acting on behalf, & in the best interests, of an individual or group of individuals with the intention of having a positive influence on a decision or action affecting that individual or group

Supporting evidence:

I can show evidence of compassion & caring in my CSP committee/short-life working group activity

Compassion - a human emotion initiated by the experiences or suffering of others & leading to a desire to alleviate their suffering

Supporting evidence:

I can show evidence of honesty & integrity in my CSP committee/short-life working group activity

Honesty - acting with integrity & adhering to known facts

Integrity - an adherence to moral & ethical principles; having sound moral character; acting with honesty

Supporting evidence:

I can show evidence of fulfilment of a duty of care & social responsibility in my CSP committee/short-life working group activity

Duty of care – the responsibility held by CSP members to ensure that their decisions and actions are in the interests of the individuals receiving or affected by physiotherapy services that they deliver

Supporting evidence:

I can show evidence of a commitment to excellence in my CSP committee/short-life working group activity

Supporting evidence:

2. Knowledge & understanding of physiotherapy

Demonstrate knowledge & understanding that is relevant to their area of practice & that underpins their individual scope of practice

The list of physiotherapy's core knowledge is drawn from the [HCPC's \(2013\) Standards of proficiency: physiotherapy](#). These standards acknowledge that an individual's knowledge-base will evolve according to their experiences, occupational role & scope of practice.

My role on the committee/working group means that I... [select the option that is most like you]

- practice within predictable & normally specialised contexts which requires the application & understanding of basic knowledge, ideas & principles relevant to a specific area of physiotherapy
- practice within complex & generally predictable contexts which requires the application of current physiotherapy knowledge
- practice within complex & increasingly unpredictable contexts which requires the application of current physiotherapy knowledge
- practice within complex & unpredictable contexts which demands innovative work which may involve exploring current limits of knowledge
- practice within complex, unpredictable & normally specialised contexts demanding innovative work which may involve extending the current limits of knowledge

Use this space to record how your CSP committee/working group activity supports the development of/draws on physiotherapy's core knowledge (HCPC, 2013).

My committee/working group activity develops/draws on the following clusters of knowledge [select options]

- Behavioural sciences underpinning physiotherapy practice
- The ethical, legal & policy frameworks governing physiotherapy practice in the UK
- The concept of leadership & its application to practice
- The principles & applications of scientific enquiry
- The role of other professions in health & social care
- Biological sciences underpinning physiotherapy practice
- Clinical sciences underpinning physiotherapy practice
- Health, disease, disorder & dysfunction
- Physical sciences underpinning physiotherapy practice
- Structure & function of the human body
- The theoretical basis & variety of approaches to physiotherapy assessment & intervention

Evidence to support your selection:

3. Self awareness

A conscious knowledge & understanding of one's self which is developed through reflective practice

Self-awareness describes the behaviour, knowledge & skills required to:

a. identify personal values, preferences & ways of working (e.g. likes & dislikes; strengths & weaknesses; emotions & prejudices; personal scope of practice), & understand how these can affect the individual's behaviour, judgement, & practice

a. I can [select the option that is most like you]

- demonstrate a growing self-awareness by using the guidance of others to identify & articulate their personal values, preferences, & with support, acknowledge how these may influence behaviour, judgement & practice
- demonstrate self-awareness by using reflection on personal practice & feedback from others to identify & articulate their personal values, preferences & ways of working, & with guidance, understand how these may influence behaviour, judgement & practice
- demonstrate self-awareness by using reflection on personal practice & feedback from others to identify & articulate their personal values, preferences & ways of working, & with guidance, analyse how these may influence behaviour, judgement & practice
- demonstrate self-awareness by using reflection on personal practice & feedback from others to identify & articulate their personal values, preferences & ways of working, & with guidance, evaluate how these may influence behaviour, judgement & practice
- demonstrate strong self-awareness by using critical reflection on personal practice & feedback from others to identify & articulate their personal values, preferences & ways of working, & critically evaluate how these may influence behaviour, judgement & practice
- demonstrate strong self-awareness by using critical reflection on personal practice & feedback from others to identify & articulate their personal values, preferences & ways of working, & critically evaluate how these may influence behaviour, judgement & practice

Evidence to support your selection:

4. Political awareness

Knowledge & understanding of the political, social, economic & institutional factors shaping the health & wellbeing economy & how they inform the design/delivery of physiotherapy.

Political awareness describes the behaviour, knowledge & skills required to:

- a. identify the political, social, economic & institutional factors influencing the delivery & organisation of health & social care & the design, delivery & development of physiotherapy
- b. engage with the implementation & development of policy.

a. I have [select the option that is most like you]

- basic knowledge of the political, social, economic & institutional factors that inform their practice
- knowledge of the political, social, economic & institutional factors that inform the delivery of physiotherapy services locally
- knowledge of the political, social, economic & institutional factors shaping the health & wellbeing economy & how they inform the delivery of physiotherapy across the UK
- knowledge & understanding of the political, social, economic & institutional factors shaping the health & wellbeing economy & how they inform the design & delivery of physiotherapy across the UK
- critical awareness of the political, social, economic & institutional factors shaping the health & wellbeing economy & how they inform the current & future design, delivery & professional development of physiotherapy at a local & regional level
- critical awareness of the political, social, economic & institutional factors shaping the health & wellbeing economy & how they inform the design, delivery & professional development of physiotherapy across the UK

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Political awareness continued

b. I can [select the option that is most like you]

- participate in professional networks & relevant discussions to inform the implementation of policies specific to their area of practice
- contribute to the work of professional networks, relevant discussions & provide feedback to inform the implementation of policies relevant to their area of practice
- participate in professional networks & relevant discussions to inform the implementation & development of policies specific to physiotherapy practice
- contribute to the work of professional or policy networks, relevant discussions & provide feedback to inform the implementation & development of policies relevant to professional practice
- play an active role in a variety of professional & policy networks that inform the implementation & development of policies relevant to professional practice
- play an active role in a wide variety of professional & policy networks that inform the development of policies that influence the shape the future of professional practice

Evidence to support your selection:

5. Communicating

The interactive process of constructing & sharing information, ideas & meaning through the use of a common system of symbols, signs & behaviours.

Communicating describes the behaviour, knowledge & skills required to:

- a. facilitate the sharing of information, advice & ideas with a range of people, using a variety of media (including spoken, non-verbal, written & e-based)
- b. modify communication to meet individuals' preferences & needs
- c. engage with technology, particularly the effective & efficient use of Information & Communication Technology

a. I can [select the option that is most like you]

- use a range of routine communication skills to share information & ideas with both specialist & non-specialist audiences
- use a wide range of routine communication skills to share information, ideas, problems & solutions with both specialist & non-specialist audiences
- use a wide range of routine & some advanced communication skills to share information, ideas, problems & solutions, with both specialist & non-specialist audiences
- use a wide range of routine & advanced communication skills to share specialised information, ideas, problems & solutions with both specialist & non-specialist audiences
- use a range of advanced & specialised communication skills to share specialised information & ideas/engage in critical dialogue with a range of audiences with different levels of knowledge & expertise
- use a broad range of advanced & specialised communication skills to share complex information & ideas/engage in critical dialogue with a wide range of audiences with different levels of knowledge & expertise

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Communicating continued

b. I can [select the option that is most like you]

- with guidance, modify communication in response to feedback to meet the needs of different audiences
- with guidance, modify communication in response to feedback to meet the needs of different audiences & to enhance user involvement
- modify communication in response to feedback (e.g. from a client, peer, supervisor) to meet the needs of different audiences & to enhance user involvement
- show that I am becoming increasingly self-aware & able to modify communication to meet the needs of different audiences & to enhance user involvement & collaboration
- modify communication to take account of the needs of different audiences & demonstrate a commitment to user involvement & collaboration
- modify communication in-action to take account of the needs of different audiences & demonstrate a commitment to user involvement & collaboration

c. I can [select the option that is most like you]

- use standard ICT applications to obtain, process & combine information & data
- use a range of standard ICT applications to obtain & process a variety of information & data
- use a range of ICT to support & enhance practice
- use a range of ICT to support & enhance the effectiveness of practice
- use a wide range of ICT to support & enhance the effectiveness of practice
- use a wide range of ICT to support & enhance the effectiveness of practice & specify software requirements to enhance work

Evidence to support your selection

6. Managing self & others

The process of planning, prioritising, organising, directing/facilitating action & evaluating performance. This process may involve the organisation of financial, human, physical & technological resources.

Managing self & others describes the behaviour, knowledge & skills required to:

- a. plan, prioritise & organise personal workload/activities & use of resources to fulfil work requirements & commitments
- b. adapt my behaviour & actions in response to the demands of the situation
- c/d evaluate the effectiveness of performance (own & others)
- e. lead & inspire others

a. I can [select the option that is most like you]

- take responsibility for carrying out tasks delegated by others
- take responsibility for carrying out a range of delegated activities with in-direct supervision
- exercise autonomy & initiative in accordance with current professional codes & practices seeking guidance where appropriate
- exercise autonomy & initiative in accordance with current professional codes & practices
- exercise substantial autonomy & initiative in complex & unpredictable situations at the limits of current professional codes & practices
- exercise a high level of autonomy & initiative in complex & unpredictable situations not addressed by current professional codes & practices

b. I can [select the option that is most like you]

- work alone or with others on tasks with supervision & manage limited resources within delegated areas of work
- take some supervisory responsibility for the work of others & manage limited resources within delegated areas of work
- take some responsibility for the work of others (e.g. delegation of tasks to others) & for a range of resources
- take significant responsibility for the work of others & for a range of resources
- take managerial responsibility for the work of others & for a significant range of resources
- take significant managerial responsibility for the work of others & /or for a significant range of resources

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Managing self & others continued

c. I can [select the option that is most like you]

- with guidance, modify my behaviour & actions in response to feedback to meet the demands of the situation
- with guidance, modify my behaviour & actions in response to feedback to meet the demands of the situation & to enhance own performance
- modify my behaviour & actions in response to feedback to meet the demands of the situation & to enhance own performance
- show that I am becoming increasingly self-aware & able to modify my behaviour & actions to meet the demands of the situation & to enhance my performance
- modify my behaviour & actions to meet the demands of the situation & to enhance my performance & that of others
- modify my behaviour & actions 'in-action' to meet the demands of the situation & to maximise the impact of my performance & that of others

d. I can [select the option that is most like you]

- with guidance & support, identify strengths & weaknesses of my performance, & use this information to inform future practice
- with guidance & support, reflect on my performance & use this evaluation to inform future practice
- with guidance, reflect on my performance & use this evaluation to inform future practice
- reflect on my performance & use this evaluation to inform future practice
- critically reflect on my own & others' performance & use this evaluation to inform future practice
- critically reflect on my own & others' performance & use this evaluation to inform future practice (own & others)

e. I can [select the option that is most like you]

- take the lead in implementing specified tasks in familiar or defined contexts
- take the lead in implementing agreed plans in familiar or defined contexts
- take the lead in implementing agreed plans designed to bring about change, development & /or new thinking in complex but predictable contexts
- exercise leadership & /or initiative to bring about change, development & /or new thinking in complex & increasingly unpredictable contexts
- exercise leadership with responsibility for decision making designed to bring about change & development within complex & unpredictable contexts
- exercise leadership with accountability for decision making & development across a range of contexts, including those within which there is a high degree of uncertainty & a need to take innovative approaches to service delivery & development

Evidence to support your selection

7. Promoting integration & teamwork

The process of working with others to achieve shared goals.

Promoting integration & teamwork describes the behaviour, knowledge & skills required to:

- a. build, maintain & promote effective interpersonal relationships
- b. work collaboratively with others to achieve shared goals
- c. work with others to maintain & develop the effective performance of teams/networks

a. I can [select the option that is most like you]

- join appropriate professional networks to foster collaboration, share information & ideas to enhance practice
- participate in & promote professional networks to foster collaboration, share information & ideas to enhance practice
- participate in & develop professional networks to foster collaboration, share information & ideas to enhance practice
- support & develop professional/ policy networks to foster collaboration, share information & ideas to enhance practice
- support, lead & develop local/ regional professional & policy networks to foster collaboration, share information & ideas to enhance practice
- support, lead & develop regional/ national professional & policy networks to foster collaboration, share information & ideas to enhance practice

b. I can [select the option that is most like you]

- work effectively with others to complete specific delegated tasks
- work effectively with others to meet the requirements of their delegated areas of work
- work effectively with others to meet the responsibilities of professional practice
- work effectively with others to meet the responsibilities of professional practice, & to identify situations where collaborative approaches could add value to practice
- work effectively with others to meet the responsibilities of professional practice, & to develop collaborative approaches that add value to practice
- work effectively with others to meet the responsibilities of professional practice, & use innovative collaborative approaches that add value to & develop practice

Continued overleaf

c. I can [select the option that is most like you]

- with guidance & support, identify enablers of & barriers to collaborative working, & use this information to support the effective performance of teams/networks
- with guidance, identify enablers of & barriers to collaborative working, & use this information to identify solutions to support & maintain the effective performance of teams/networks
- reflect on experiences of collaborative working, & with guidance, use this information to identify solutions to maintain & develop the effective performance of teams/networks
- reflect on experiences of collaborative working, & use this information to identify & implement solutions to maintain & develop the effective performance of teams/networks
- critically reflect on experiences of collaborative working & use this information to identify & implement creative solutions to maintain & develop the effective & efficient performance of teams/networks
- critically reflect on experiences of collaborative working & use this information to identify & implement innovative solutions to maintain & develop the effective & efficient performance of teams/networks

Evidence to support your selection

8. Respecting & promoting diversity

The process of recognising, respecting & valuing people's differences (e.g. age, disability, gender, race, religion & belief, sexuality) & applying this to daily work & decision making

Respecting & promoting diversity describes the behaviour, knowledge & skills required to:

- a. respect & value diversity
- b. examine own values & principles to avoid discriminatory behaviour & to minimise the potential negative effects of individual differences
- c/d work constructively with people of all backgrounds & orientations

a. I can [select the option that is most like you]

- respect & value diversity by working in accordance with legislation, policies, procedures & best practice
- respect & value diversity by working in accordance with legislation, policies, procedures & best practice
- respect & value diversity by working in accordance with legislation, policies, procedures & best practice
- respect & value diversity by working in accordance with legislation, policies, procedures, & to promote best practice
- respect & value diversity by working to inform & promote legislation, policies, procedures & best practice
- respect & value diversity by working to inform, develop & promote legislation, policies, procedures & best practice

b. I can [select the option that is most like you]

- with guidance & support, identify & articulate their own values & principles, acknowledge how these may differ from other individuals/groups & with guidance, use this knowledge to maintain standards of practice even in situations of personal incompatibility
- with guidance, identify & articulate their own values & principles & recognise how these may differ from other individuals/groups & with guidance use this understanding to maintain standards of practice even in situations of personal incompatibility
- identify & articulate their own values & principles, & with guidance, evaluate how these may differ from other individuals/groups & use this understanding to maintain high standards of practice even in situations of personal incompatibility
- identify & articulate their own values & principles, evaluate how these may differ from other individuals/groups & use this understanding to maintain high standards of practice even in situations of personal incompatibility
- identify & articulate their own values & principles, critically evaluate how these may differ from other individuals/groups & use this understanding to maintain high standards of practice even in situations of personal incompatibility
- identify & articulate their own values & principles, critically evaluate how these may differ from other individuals/groups & use this understanding to maintain excellent standards of practice even in situations of personal incompatibility

continued overleaf

Respecting & promoting diversity continued

c. I can [select the option that is most like you]

- work constructively with people of all backgrounds & orientations by treating individuals with dignity & respect
- work constructively with people of all backgrounds & orientations by recognising & respecting individuals' expressed beliefs, preferences & choices
- work constructively with people of all backgrounds & orientations by recognising & responding to individuals' expressed beliefs, preferences & choices.
- work constructively with people of all backgrounds & orientations by recognising & responding to individuals' expressed beliefs, preferences & choices, & with guidance, support individuals who need assistance in exercising their rights
- work constructively with people of all backgrounds & orientations by recognising & responding to individuals' expressed beliefs, preferences & choices, & support individuals who need assistance in exercising their rights
- work constructively with people of all backgrounds & orientations by recognising & responding to individuals' expressed beliefs, preferences & choices, & support individuals whose rights have been compromised

d. I can [select the option that is most like you]

- identify & report practice that discriminates against an individual or group of people
- identify discriminatory behaviour & with guidance, take appropriate action to challenge this behaviour
- identify discriminatory behaviour & take appropriate action to challenge this behaviour
- identify & challenge discriminatory practices & work with others to implement & promote policies & processes that promote a non-discriminatory culture
- identify & challenge discriminatory practices & work with others to critically appraise current practice, & to develop & implement policies & processes that promote a non-discriminatory culture
- identify & actively challenge discriminatory practices & work with others to critically appraise current practice, & to develop policies & processes that promote a non-discriminatory culture that contribute to the development of best practice

Evidence to support your selection

9. Ensuring quality

The process of maintaining the effectiveness, efficiency & quality of a service provided.

Ensuring quality describes the behaviour, knowledge & skills required to:

- a. fulfil the requirements of the legal & policy frameworks governing practice
- b. recognise situations where the effectiveness, efficiency & quality of a service are compromised, & take appropriate action
- c. critically reflect on practice

a. I can [select the option that is most like you]

- with guidance, fulfil the requirements of the legal & policy frameworks governing their practice
- fulfil the requirements of the legal & policy frameworks governing their practice
- fulfil the requirements of the legal & policy frameworks governing professional practice
- fulfil the requirements of the legal & policy frameworks governing professional practice, & work to promote best practice
- fulfil the requirements of the legal & policy frameworks governing professional practice, & work to inform & promote legislation, policies, procedures & best practice
- fulfil the requirements of the legal & policy frameworks governing professional practice, & work to inform, develop & promote legislation, policies, procedures & best practice

b. I can [select the option that is most like you]

- with guidance & support, recognise & report situations where the effectiveness, efficiency & quality of a service are compromised
- with guidance, recognise & report situations where the effectiveness, efficiency & quality of a service are compromised
- with guidance, recognise situations where the effectiveness, efficiency & quality of a service are compromised, & with support, take appropriate action to challenge the situation
- recognise situations where the effectiveness, efficiency & quality of a service are compromised, & with guidance, take appropriate action to challenge the situation
- recognise & critically appraise situations where the effectiveness, efficiency & quality of a service are compromised, & take appropriate action to resolve the situation
- recognise & critically appraise situations where the effectiveness, efficiency & quality of a service are compromised, & take appropriate action to resolve the situation & contribute to best practice

Continued overleaf

Ensuring quality continued

c. I can [select the option that is most like you]

- with guidance, identify strengths & weaknesses of personal performance, & with support, use this information to enhance the effectiveness, efficiency & quality of future practice.
- with guidance, reflect on personal performance & with support, use this evaluation to enhance the effectiveness, efficiency & quality of future practice.
- with guidance, reflect on personal performance & use this evaluation to enhance the effectiveness, efficiency & quality of future practice.
- reflect on personal performance & with guidance, use this evaluation to enhance the effectiveness, efficiency & quality of future practice.
- critically reflect on own & others' performance & use this evaluation to enhance the effectiveness, efficiency & quality of future practice.
- critically reflect on own & others' performance & use this evaluation to enhance the effectiveness, efficiency & quality of future practice (own & others).

Evidence to support your selection

10. Lifelong learning

The process of learning & development directed towards maintenance & enhancement of professional competence

Lifelong learning describes the behaviour, knowledge & skills required to:

- a. assess personal learning & development needs & preferences
- b. develop & engage in a personalised plan designed to meet those needs
- c. reflect on the learning process
- d. document process

a. I can show that I [select the option that is most like you]

- am developing self-awareness of learning preferences, & with guidance & support can identify personal learning & development needs
- demonstrate self-awareness of learning preferences, & with guidance & support can identify personal learning & development needs
- demonstrate self-awareness of learning preferences, & with guidance can identify personal learning & development needs.
- demonstrate increasing self-awareness of learning preferences, & with guidance can identify personal learning & development needs
- demonstrate strong self-awareness of learning preferences, & with minimal guidance can identify personal learning & development needs
- demonstrate strong self-awareness of learning preferences, & can independently identify personal learning & development needs

b. I can show that I can [select the option that is most like you]

- with guidance & support, advance personal knowledge & skills in line with identified learning needs, by making use of a variety of learning & development resources & opportunities
- with guidance, advance personal knowledge, understanding & skills in line with identified learning needs, by making use of a variety of learning & development resources & opportunities
- independently advance personal knowledge, understanding & skills in line with identified learning needs, & with guidance & support, can use a variety of learning & development resources & opportunities
- independently advance personal knowledge, understanding & skills in line with identified learning needs, & with guidance, can use a variety of learning & development resources & opportunities
- independently advance personal knowledge, understanding & skills in line with identified learning needs by making appropriate use of a variety of learning & development resources & opportunities
- independently advance personal knowledge, understanding & skills in line with identified learning needs by making appropriate use of a wide variety of learning & development resources & opportunities

Continued overleaf

Lifelong learning continued

c. I can [select the option that is most like you]

- with guidance & support, identify enablers of & barriers to personal learning & development, & use this information to inform the planning & management of future learning & development experiences
- with guidance, identify enablers of & barriers to personal learning & development, & use this information to inform the planning & management of future learning & development experiences.
- reflect on personal learning & development, & with guidance & support, use this information to inform the planning & management of future learning & development experiences
- reflect on personal learning & development, & with guidance, use this information to inform the planning & management of future learning & development experiences
- critically reflect on personal learning & development, & with guidance, use this information to inform the planning & management of future learning & development experiences
- critically reflect on personal learning & development & use this information to inform the planning & management of future learning & development experiences

d. I can [select the option that is most like you]

- with guidance & support, record the outcome of personal learning & development in a format that meets personal preferences & organisational requirements
- with guidance & support, record the outcome of personal learning & development in a format that meets personal preferences & organisational requirements
- with guidance, record the outcome of personal learning & development in a format that meets personal preferences & professional requirements
- record the outcome of personal learning & development in a format that meets personal preferences & professional requirements
- select & apply appropriate approaches to record the outcome of personal learning & development in a format that meets personal preferences & professional requirements
- develop & apply innovative approaches to record the outcome of personal learning & development in a format that meets personal preferences & professional requirements

Evidence to support your selection

11. Practice decision making

The context-dependent thinking & decision making processes used in professional practice to guide practice actions

Practice decision making describes the behaviour, knowledge & skills required to:

- a. collect information from a variety of sources relevant to the decision making situation
 - b. process & analyse the information collected
 - c. draw reasoned conclusions & make informed judgements to address issues/resolve problems in practice
 - d. critically evaluate the decision making process.
-
- a. I can show that I have [select the option that is most like you]
 - efficient & effective use of a range of routine approaches & techniques to systematically collect information from a specified set of sources
 - efficient & effective use of a wide range of routine approaches & techniques to systematically collect information from a specified set of sources
 - efficient & effective use of a wide range of routine & some specialised approaches & techniques to systematically collect information from a variety of sources relevant to the situation
 - efficient & effective use of a wide range of routine & advanced approaches & techniques to systematically collect information from a variety of sources relevant to the situation
 - efficient & effective use of a range of advanced & specialised approaches & techniques to systematically collect information from a variety of sources relevant to the situation
 - efficient & effective use of a broad range of advanced & specialised approaches & techniques to systematically collect information from a wide variety of sources relevant to the situation
 - b. I can [select the option that is most like you]
 - process & interpret information in predictable & straightforward situations where data/information comes from a specified set of sources
 - process & analyse information in predictable & normally specialised situations where data/information comes from a specified set of sources
 - process & critically analyse information in complex & predictable situations where data/information comes from a range of sources or is incomplete
 - process & critically analyse information in complex & unpredictable situations where data/information comes from a range of sources or is incomplete
 - process & critically analyse information in complex & unpredictable situations where data/information is incomplete or consistent
 - process & critically analyse information in complex, unpredictable & normally specialised situations where data/information is incomplete or inconsistent

Continued overleaf

Practice decision-making continued

c. I can [select the option that is most like you]

- draw reasoned conclusions & make informed judgements supported by factual & theoretical information to address issues arising in practice in predictable & normally specialised situations
- draw reasoned conclusions, supported by current policy & evidence-based thinking, & make informed judgements to address ethical & professional issues in complex & predictable situations
- draw reasoned conclusions, supported by current policy & evidence-based thinking, & make informed judgements to address ethical & professional issues in complex & unpredictable situations
- draw reasoned conclusions, supported by current policy & evidence-based thinking, & make informed judgements to address ethical & professional issues in complex & unpredictable situations at the limits of current professional codes & practices
- draw reasoned conclusions, supported by current policy & evidence-based thinking, & make informed judgements to address ethical & professional issues in complex & unpredictable situations not addressed by current professional codes & practice
- draw reasoned conclusions & make informed judgements supported by factual information to address issues arising in practice in predictable & straightforward situations

d. I can [select the option that is most like you]

- with guidance & support, identify strengths & weaknesses of the decision making process, & use this information to appraise the outcome
- with guidance & support, reflect on their decision making process & use this evaluation to appraise the outcome & to inform future practice
- with guidance, reflect on their decision making process & use this evaluation to appraise the outcome & to inform future practice
- reflect on their decision making process & use this evaluation to appraise the outcome & to inform future practice
- critically reflect on their decision making process & use this evaluation to appraise the outcome & to inform future practice

Evidence to support your selection

12. Using evidence to lead practice

The process of analysing, synthesising & evaluating the best-available evidence & integrating it with individual expertise & service users' needs & preferences to inform practice

Using evidence to lead practice describes the behaviour, knowledge & skills required to:

- a. systematically search for evidence
 - b. critically appraise evidence & use the information to address problems & issues arising in practice.
-
- a. I can [select the option that is most like you]
 - with guidance & support, use a range of routine approaches & techniques to systematically search for information from a specified set of sources
 - with guidance, use a range of routine approaches & techniques to systematically search for information from a specified set of sources
 - with guidance, use a range of approaches & techniques to systematically search for evidence from a variety of sources relevant to the situation
 - use of a range of approaches & techniques to systematically search for evidence from a variety of sources relevant to the situation
 - show that I make efficient & effective use of a range of approaches & techniques to systematically collect evidence from a variety of sources relevant to the situation
 - show that I make efficient & effective use of a broad range of approaches & techniques to systematically search for evidence from a wide variety of sources relevant to the situation
 - b. I can [select the option that is most like you]
 - with guidance, use a basic tool to evaluate the information collected, & with guidance & support use the appraisal to address a specific issue arising in practice
 - with guidance, use a standardised tool to evaluate the information collected, & with guidance, use the appraisal to address a specific issue arising in practice
 - critically evaluate current research & scholarship & with guidance, use the appraisal to address specific issues arising in professional practice
 - critically evaluate current research & scholarship & use the appraisal to address issues arising in professional practice
 - critically evaluate current research & scholarship & use the appraisal to address issues which are at the forefront or informed by developments at the forefront of professional practice
 - critically evaluate current research & scholarship & use the appraisal to address new problems & issues arising in professional practice

Evidence to support your selection

SECTION 3: Reflection on completing the workbook & what I need to do next

1. What I have learnt about myself from completing the workbook

2. What that means for the development of my practice:

a. My strengths:

b. my potential learning needs

3. What next?

Date completed: