



HM Prison &  
Probation Service

Probation  
Service



# Framework for Continuing Professional Development

Probation Workforce Programme

June 2022

Probation Workforce Programme – Capability Project





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# Introduction

The framework for Continuing Professional Development (CPD) (appendix 1) for the Probation Service supports staff and managers when considering the focus of development activities. It aligns with the competency-based pay progression framework (CBF), using the three levels identified in the CBF, setting out the focus of development activities for each of the three levels.

It sets out the expectation about the activities you should be undertaking dependent upon your competence in role. CPD does not contribute to pay progression decisions.

The CPD framework is supported by a new 'Core Curriculum Areas' which sets out the core skills and knowledge needed for working in the probation service.

## Core Curriculum Areas

The core curriculum areas (appendix 2) have been developed to give an overview and structure to the learning curriculum. It helps you to think about the range of skills and knowledge that underpin your work within the probation service and to consider your development against these areas. This is inclusive of all roles, but the level of skills and knowledge and the application of them in practice, will vary dependent upon your role.

The specific learning activities that you undertake to develop and maintain your skills, knowledge and understanding, across the areas of the core curriculum will vary from role to role and at differing points in an individual's career.

At an organisational level we are using the core curriculum framework to identify the areas where the current learning offer needs to be enhanced and developed.

### How to use the CPD framework and Core Curriculum Areas

The frameworks should be used as a reference tool, either by a staff member when planning their own development or with their line manager in their supervision session. During supervision the staff members and line manager will be working together to identify development needs. The framework, along with the core curriculum, should be used to support that discussion.

## Designation of learning

The following categories have been agreed for learning

- **Mandatory learning** - is that which you are legally required to complete for your role. It is the responsibility of all staff to ensure they are up to date with their mandatory learning.
- **Required learning for role** - is learning that is required to effectively complete the role you are in.
- **Desirable learning for role** - will help you to more successfully carry out your role.
- **Optional learning** is all additional learning which is not role specific,. This learning will support you to develop your breadth of practice, to develop areas of specialism and to support career development.

## Learning for roles

We have been working with subject matter leads and experts across the business to identify the mandatory, required and desirable learning specific to each role in the probation service. Some of the roles are now live on the [Probation hub](#) and the remaining roles will be coming shortly with all Probation Service roles up to and including band 5 due to be completed by August 2022.

### How to use the learning for roles pages when starting a new role:

When you start a new role you should ensure you are up to date with your mandatory learning. You should then review the list of required learning with your line manager and identify any that you have not previously completed or completed some time ago and that would be beneficial to complete again to think about it in relation to your new role. You should complete identified 'required' learning as part of your induction into the role. Once completed you should review the 'desirable' learning and identify the most important desirable learning for you to prioritise dependent upon your own individual learning needs and the work you are taking on.

You should be provided with opportunities to reflect on how the learning is applied to the role, this may be with your line manager, through shadowing colleagues, or in discussions with colleagues.

Those who are in roles that are subject to [Reflective Practice Supervision](#) should use these sessions to reflect on practice and on how to apply the learning into practice.

### **How to use the Learning for roles pages when already in role:**

You should review the 'required' learning and undertake any that would be beneficial to you based upon your discussions with your line manager about your development needs.

Once you have completed any required learning that you and your line manager have identified as beneficial you should then review the 'desirable' learning and identify any learning that would be beneficial for you to complete.

You should be provided with opportunities to reflect on how the learning is applied to the role, this may be with your line manager in a one to one, through team discussions or discussions with colleagues. You may offer to lead a reflective practice discussion with colleagues or your team.

Those who are in roles that are subject to [Reflective Practice Supervision](#) should use these sessions to reflect on how to apply the learning into practice and to identify learning needs.

If you are interested in changing roles you can look at the required or desirable learning for a role you want to move into.

### **How to use the learning for roles as a line manager:**

You can direct those new into role to the learning for roles page to complete all mandatory and required learning they have not yet completed. Once they have completed the mandatory and required learning they should review the desirable learning.

As part of your regular conversations with your staff about their performance, through management oversight or reflective practice supervision you will be discussing areas for development. You can then either direct the staff member to the learning for roles page and the optional learning catalogue to identify the available learning to meet their needs themselves or look together at the available learning.

It is important for all staff to have opportunities to reflect on the learning and to consider how to apply it to their practice. There are a number of effective ways to do this:

- Asking staff to lead reflective discussions in team meetings
- Pairing staff up who are undertaking the same learning
- Through discussions during reflective practice supervision or other line management discussions
- Through leading work-based discussions with the team

## Catalogue of Optional learning

Work is underway to improve functionality of mylearning for staff including:

- recategorizing the learning into the core curriculum areas
- improved tagging
- consistent naming conventions so you can see quickly if the learning is applicable to you
- improved housekeeping to ensure that out of date materials are identified, updated or where appropriate removed

Whilst this work is undertaken, we are providing an off-line copy of the learning catalogue called 'The Probation Ongoing Learning Catalogue' with hyperlinks directly back into the learning on mylearning. This aligns to the curriculum areas. It provides an 'at a glance' summary of the learning and development content on mylearning. It can be accessed [here](#) on the probation hub.

### How to use the catalogue

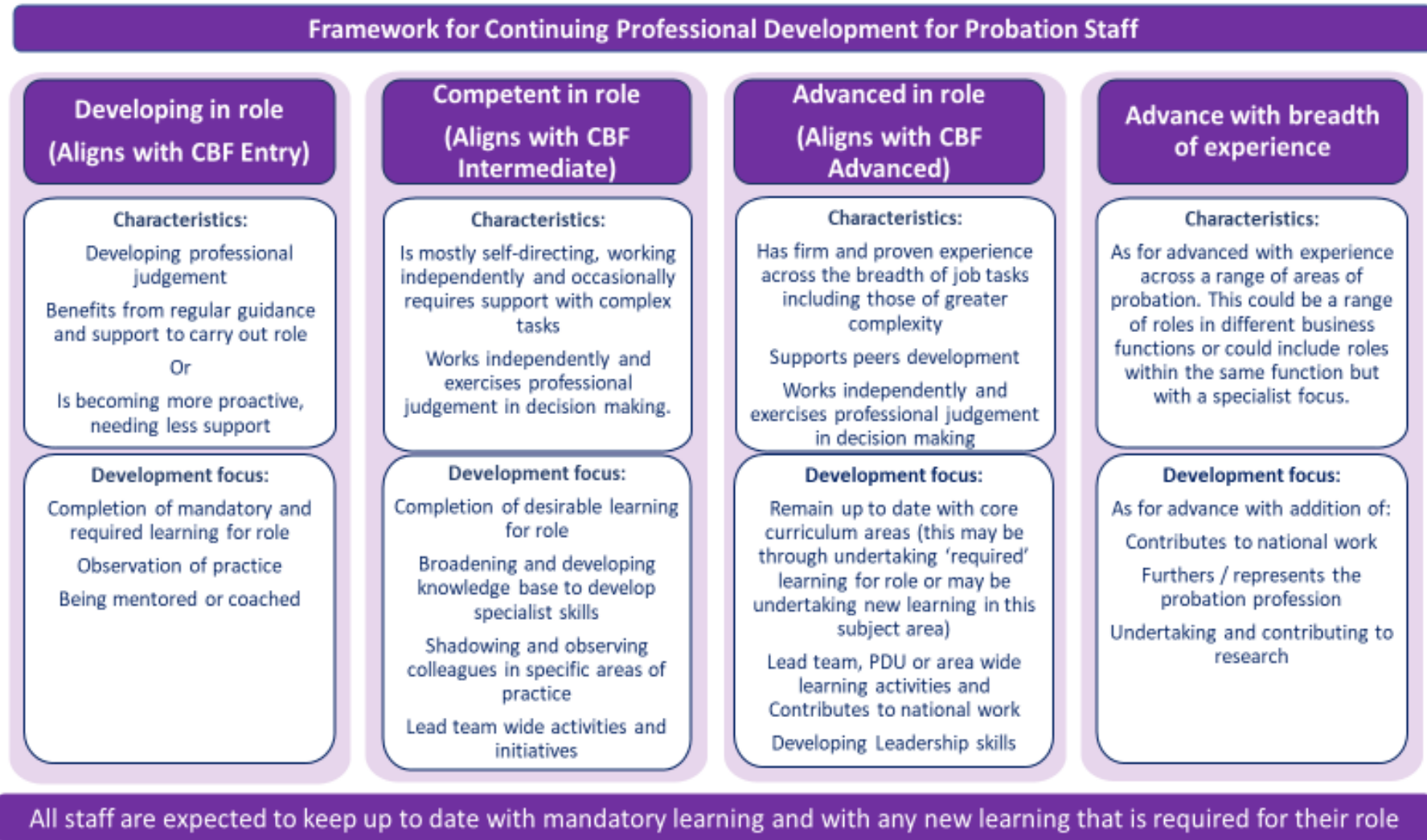
The catalogue is organised by the areas of the curriculum. This will help you to quickly find learning to meet specific learning needs. Through the catalogue you can see at a glance the type of learning, the intended audience and how long the learning will take. This will help you to identify the most suitable learning to meet your or your team's needs.

You can use the optional learning catalogue to identify learning for your own needs or to lead group learning, for example you might all watch the same video or read the same briefing and then discuss how this applies to your work.

## Future developments

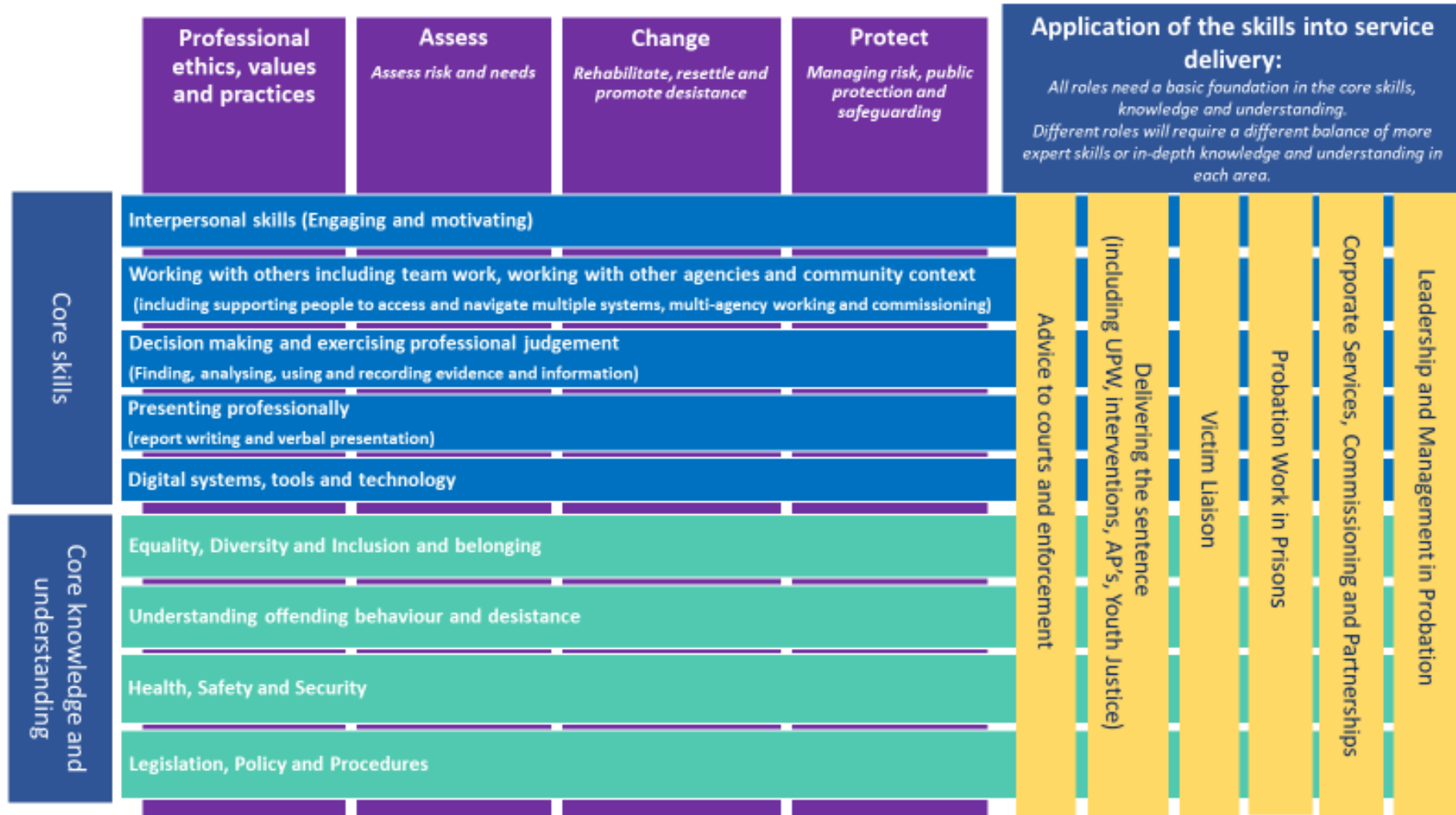
The core curriculum areas are applicable to all roles, but we recognise that the current learning offer across some areas of the curriculum needs to improve. As we identify the learning for each role we are mapping the gaps against the curriculum and will be developing a learning offer that is more robust across all areas of the Core Curriculum.

# Appendix 1: Framework for CPD





# Appendix 2: Core Curriculum



## Appendix 3: Guide to inputting external learning onto MyLearning

Your learning record on MyLearning allows you to demonstrate the activities you have undertaken to remain up to date with your continuous professional development

Recording learning is beneficial for your professional development for several reasons:

- To help you review and reflect upon learning
- To remind you of what you have learned
- For regular conversations with your line manager about your performance, development and career planning
- To provide a record of formal learning and qualifications
- To demonstrate that you have completed your mandatory training, as required for CBF pay progression

Learning undertaken on mylearning and on Civil Service Learning will automatically show on your learning record.

This guidance relates to you updating your learning record with learning and development activities which are not on myLearning or Civil Service Learning. Annex A provides a list of example activities that would be recorded here.

The information recorded therefore needs to be clear, accurate, and easy to understand.

- On MyLearning, click the 'MyLearning' tab at the top and select 'record of learning' then 'other evidence'
- **Evidence name:** this should include the curriculum area of the learning and its title. If the title does not reflect the content of the learning, you may need to include additional information.
- **Evidence Type:** Select the type of learning from the drop-down list.
- **Description:** Include a description of the learning, how it relates to your role or development, and a URL link if appropriate.
- **Date:** Make sure you tick the date box and change the date to the date you completed the learning.
- **Training Title:** Add the title of the learning – this could be the name of a workshop or the theme of a professional discussion.
- **Provider:** Add information about the provider of the learning – this could be the company who organised it or the name of the facilitator.
- **Centre:** Include the location you completed the learning if you attended a course.

- **Duration:** Include the duration of the learning. Make sure you record the correct unit of time.
- **Status:** Select the correct status from the drop-down box.
- Update evidence

**Courses** | **Programs** | **Other Evidence** | **Certifications**

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### Edit evidence

**Evidence name**  
Working with others - acco

**Evidence type**  
Job Shadowing

**Description**

Paragraph | **B** | *I* | [List] | [Link] | [Image] | [Table] | [Code]

This learning involved shadowing a Nacro BASS support worker for a day as part of Insights22. This helped me to gain a greater understanding of the work carried out by other agencies and improved my knowledge of securing accommodation for prison leavers.

<https://www.tickettailor.com/events/hmppsinsights22/661333> -

**Date completed**  
 10 | March | 2022 |

**Training Title**  
Insights 22: Shadow a Na

**Provider**  
Insights22

**Centre**  
N/A

**Duration**  
1

**Duration Unit**  
Day(s)

## Learning Activities

We are constantly learning and developing, and any event or experience can provide a valuable opportunity for learning. However, some of the experiences are part of your day to day work and would not be appropriate to add to your learning record. The learning record should reflect activity that you undertake where the **main purpose** is learning.

### You should record:

- ✓ Mentoring (as a mentor or a mentee)
- ✓ Shadowing
- ✓ Seminars / lectures
- ✓ Workshops
- ✓ Action Learning sets
- ✓ Visits to other parts of HMPPS where the purpose of the visit is to learn about that part of the business
- ✓ Visits to external agencies where the purpose of the visit is to learn about that part of the business
- ✓ Any other activity where the main purpose is learning

### Do not include:

- ✗ Supervision
- ✗ Feedback from a colleague or manager

- ✗ An experience that occurs during the course of your work e.g. attending an oral hearing
- ✗ Wellbeing activities

**These lists are not exhaustive but intended to act as a guide and provide examples of the types of activity you should / should not include.**

**Core Curriculum areas (you can select all that apply):**

- Professional values ethics and practices
  - Working with others
  - Decision making and professional judgement
  - Presenting professionally
- Risk assessment and Risk management
- Rehabilitation, resettlement and change work
- Interpersonal skills
- Digital systems, tools and technology
- Equality, Diversity and belonging
- Understanding offending behaviour and desistance
- Health, Safety and security
- Legislation, Policy and Procedure
- Advice to courts and enforcement
- Delivering the sentence
  - UPW
  - Sentence management
  - Structured Interventions
  - Approved Premises
  - Youth Justice
- Victim Liaison Work
- Probation Work in Prisons
- Corporate services and administration
- Leadership and management in Probation

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