



CPD profile

1.1 Full name: Registered Practitioner

1.2 Profession: Biomedical Scientist

1.3 Registration number: BS XXXX

2. Summary of recent work/practice

I registered with the HCPC after completing a coterminus degree in Applied Biomedical Science at the University of Northumbria and gained employment as a biomedical scientist in a Cellular Pathology Department, serving a wide range of specialities in two NHS Trusts. I am a Licentiate member of the Institute of Biomedical Science.

I rotate through different sections of the laboratory including Immunocytochemistry, Electron Microscopy, Diagnostic Cytology, Breast Pathology, Cut Up and Main Laboratory. These sections relate to the laboratory investigations that aid diagnosis of tissue pathology and require different knowledge and practical skills. Rotation is linked to my post-registration training schedule which enables me to complete the Institute of Biomedical Science (IBMS) Specialist Portfolio in Cellular Pathology. This is evidencing development of my specialist training in order that I might be considered for a post as a specialist practitioner. In addition to this I also act as a mentor to a clinical placement student who is completing their registration portfolio as part of an integrated degree in biomedical science. This involves me supporting aspects of their training and guiding them on the type of evidence they might consider for their portfolio, based on my own experience.

Total words: 196 (Maximum 500 words)

3. Personal statement

Standard 1 - a registrant must maintain a continuous, up-to-date and accurate record of their CPD activity

I am actively encouraged by the department to participate in CPD activities and to meet the HCPC standards using the IBMS CPD scheme. I have a CPD portfolio for recording my activities and this is checked by a local CPD officer on an annual basis to ensure I achieve at least 50 credits each year towards my CPD diploma awarded by the IBMS (see evidence 1).

In addition completion of the Specialist Portfolio also constitutes a formal record of my CPD activities (see evidence 2).

Standard 2 – a registrant must identify that their CPD activities are a mixture of learning activities relevant to current or future practice

As a Licentiate member of the Institute I am completing the Institute's Specialist Diploma in Cellular Pathology in order to be eligible to upgrade my corporate membership. Much of my CPD activity has centred on completion of the portfolio during the two years since I first registered with the HCPC. My CPD activities are therefore primarily work-based and related to demonstrating that my knowledge has increased as my competency develops in a wider scope of practice within the laboratory. These include exercises to compare advantages/ disadvantages of techniques, case studies, tutorials and witness statements (see evidence 3).

In addition to the work based learning I also undertake journal based learning which is an IBMS credited activity for CPD (vocational category) and reflective learning is included as part of this. I have attended two Trust-wide training days: "Communication Skills" and "Team Working" as part of my personal and professional development towards becoming a recognised training officer (see evidence 4).

I act as mentor to a second year student who is completing their registration portfolio as part of their biomedical science degree. This is helping to develop my training skills.

I am a member of the local IBMS Branch Committee and have helped to organise two evening lecture programmes. This is helping my professional development through networking and interaction with other biomedical scientists.

Standard 3 - a registrant must seek to ensure that their CPD has contributed to the quality of their practice and service delivery

CPD activities are integral to my post registration training as I develop a deeper understanding of relevant techniques and improve the quality of my practice. The CPD and training activities related to my Specialist Portfolio have benefited my practice because I now have greater responsibility within the laboratory team. For example, I am now involved in the application of health and safety procedures or quality assurance methods, rather than having an awareness of them. I now contribute proactively to the quality of the service as some of the samples I test are part of external quality assurance schemes.

As I become more experienced as an autonomous practitioner I am more confident in my decision making and ability to respond proactively to the daily workload. The specialist portfolio is a framework for developing competency in a range of service activities that take place in the department. As my knowledge has deepened through tutorials and case studies, my scope of practice has broadened outside the main routine investigations that I learnt as part of my pre-registration training. For example, as a result of in-house training (demonstration and tutorials) and some subject reading by myself I have been assessed as competent in the following:

- Dictation of Category A specimens (demonstration tutorial and assessed observation)
- Sorting of fixed specimens for processor (in-house training)

- Selection of decalcification fluids (tutorial on principles and application)
- Performing 'hotlines' for smears and frozen sections (tutorial and observation of practice)
- Use of different processing equipment with program generation and loading of processors to ensure optimum results (in-house training)
- Manual and resin processing for neurological samples (in-house training)

Not only have they widened my scope of practice but they have extended my decision making capacity as I am more knowledgeable about these areas, and able to train other members of staff (see evidence 3)

The reflective practice sheets at the end of each module of the specialist portfolio help me to focus on what I have learned and how this helps in my current and future practice. For example, I have been trained by a senior biomedical scientist in how to perform immunocytochemistry techniques which involved demonstration of the techniques, tutorials on the principles and practice and observation of my performance. Consequently I am now able to perform routine immunocytochemistry techniques to identify specific antigens to cancer in breast tissue. I understand the principles of the technique and this has benefited my practice because I have a greater understanding of the importance of following the correct procedure and how to identify anomalous results (see evidence 5).

I have taken a number of mandatory (manual handling, fire safety) and optional (Telephone Skills, Train the Trainer) training courses. Acting as a mentor to a biomedical science student has helped to develop my communication and training skills and put into practice some of the ideas and knowledge I gained from attending these (see evidence 6).

Being a member of the local IBMS branch committee gives me an opportunity to interact with biomedical scientists from other hospital laboratories and exchange ideas in relation to professional developments inside and outside the laboratory. In assisting to host evening seminars I have increased my opportunity to network and also my professional confidence. Lectures have been interesting and one of them provided an opportunity to learn more about the diagnosis of renal disease (see evidence 7).

Standard 4 - a registrant must seek to ensure that their CPD benefits the service user

I believe my CPD activities will benefit the service user by enabling me to be a more versatile and knowledgeable member of the laboratory team. As my experience develops it releases senior members of staff from some of their training duties required for me personally and, as I participate in training delivery, from their requirement to supervise trainee staff.

Completing the specialist portfolio requires me to undertake some self-directed learning which in turn raises issues which I can discuss with more senior staff. I believe this may also help them to keep their own knowledge up to date as some of the issues I raised with them they were unaware of or may have forgotten. For example, I have been reading articles related to new techniques for the demonstration of tumour markers which they were not aware of and which could

have implications for improving the panel we use for testing patients with sub-clinical lung disease. It has developed my scope of practice and improved the quality of my service by enabling me to be more efficient and effective in the performance of my laboratory duties because there is a wider range of activities for which I do not have to refer as much to senior staff for guidance and my work is more accurate (see evidence 3 and 5)

Attendance at the Trust training days gave me the opportunity to develop my communication skills and team working skills as well as meet other health care professionals. This provided an opportunity to talk about my scope of practice in the department, the role of pathology in the Trust and how it supports other services, thereby raising their awareness of this area of healthcare delivery. The training had been particularly useful in my mentorship of the student biomedical scientist and my role on the local IBMS branch committee as I have been able to give improved support to both functions (see evidence 4).

Total words: 1269 (Maximum 1500 words)

4. Summary of supporting evidence submitted

Evidence number	Brief description of evidence	No of pages or description of evidence format	CPD standards that this evidence relates to
1	Copy of CPD activities from CPD portfolio	2 pages	Standard 1
2	Extracts from Specialist Portfolio	4 pages	Standard 1
3	Examples of evidence of competency from Specialist Portfolio	6 pages	Standards 1, 2, 3 and 4
4	Certificates of attendance from Trust training days practice sheets	4 pages	Standards 1, 2, 3 and 4
5	Reflective practice sheets supporting evidence for Specialist Portfolio	5 pages	Standards 1, 2, 3 and 4
6	Witness statements from student mentor.	6 pages	Standards 1, 2 and 3
7	Presentation on Renal Disease and reflective practice sheet.	5 pages	Standards 2, 3 and 4