

CPD Established Practitioner Template

Name:

Address:

Email address:

For year ending:

Area(s) of Practice:

Type of Practice (e.g. self-employed, employed, dual capacity, sole practitioner):

Role in practice and seniority (e.g. Member of chambers, Head of Chambers, management responsibilities):

# Learning Objectives

## How do I write a learning objective?

A well written learning objective has three sections.

 1. Describe what you will be able to do (use an active verb with a clear object for the verb)

 2. In what context, and

 3. State how well you will do it

For example: *I will review the rules relating to bail and remand in the youth court by consulting specialist guidance in order to better represent the rights of children and young people charged with criminal offences.*

## Top Tips

 ⮚ Use a single, active verb for each learning outcome avoiding vague terms such as ‘know about, be familiar with, understand, or be aware of’.

 ⮚ Learning outcomes should be observable and measureable.

 ⮚ There should be a clear link between learning outcomes and any assessment you might have to take.

 ⮚ Ensure the learning outcome can reasonably be accomplished within the timescale you have set for yourself.

Try looking at Bloom’s Taxonomy as a starting point to choose your learning outcome. You might be able to show a progression in learning by using verbs drawn from the various stages of the cognitive domain of Bloom’s Taxonomy.

## Image result for blooms taxonomyBloom’s Taxonomy

Starting at the bottom of the taxonomy, the simplest form of learning objective is acquiring knowledge or remembering. The following table gives you a selection of useful active verbs for each stage of learning.

|  |  |
| --- | --- |
| Remembering | Arrange, define, describe, duplicate, identify, label, list, match, memorise, name, order, outline, reorganise, reproduce, recall, record, recount, relate, repeat, reproduce, select, state |
| Understanding | Clarify, classify, convert, describe, discuss, distinguish, estimate, explain, express, generalise, give examples of, identify, indicate, infer, locate, paraphrase, predict, recognise, reorganise, report, restate, review, select, summarise, translate |
| Application | Apply, choose, demonstrate, dramatise, employ, illustrate, interpret, intervene, manipulate, modify, operate, practice, predict, prepare, produce, relate, schedule, sketch, solve, use |
| Analysis | Analyse, appraise, break down, calculate, categorise, compare, contrast, criticise, debate, differentiate, discriminate, distinguish, examine, experiment, inspect, infer, investigate, outline, question, relate, test |
| Evaluation | Arrange, assemble, categorise, collect, combine, compose, construct, create, design, develop, devise, elaborate, formulate, invent, manage, modify, organise, plan, prepare, propose, rearrange, revise, rewrite, set up, start, summarise, synthesise, tell, write |
| Creation | Appraise, argue, assess, attach, choose, compare, conclude, contrast, create, criticise, defend, discriminate, estimate, evaluate, interpret, judge, justify, measure, predict, rate, relate, revise, score, select, support, summarise |

You should provide a clear rationale for choosing your particular learning objectives. You are advised to focus on the following knowledge and skill areas to choose and structure your learning objectives but you are not required to set a learning objective for all of these areas in a given year.

 ⮚ Legal knowledge and skills

 ⮚ Advocacy

 ⮚ Practice management

 ⮚ Working with clients and others; and

 ⮚ Ethics, professionalism and judgement.

## What type of CPD should I do?

The BSB require you to describe the type of CPD that you intend to undertake. This does not mean noting the exact courses or activities that you will complete; it means thinking about whether your chosen learning objectives will be met by activities such as podcasts, reading or seminars. This is to encourage you to consider why you are choosing particular types of activities.

Where it is applicable, you should state the reasons why you are completing only a limited amount of CPD during the year, for example, due to a period of not working for whatever reason.

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Learning objectives  | Learning objective rationale  | Type and nature of CPD activities  |
| **1** |  |  |  |
| **2** |  |  |   |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |

## Record of Activity

|  | 1 | 2 | 3 | 4 | 5 |
| --- | --- | --- | --- | --- | --- |
| CPD Activity |  |  |  |  |  |
| Date |  |  |  |  |  |
| CPD Provider if any |  |  |  |  |  |
| CPD Type |  |  |  |  |  |
| Learning Objective |  |  |  |  |  |
| Did this activity help meet the LO? |  |  |  |  |  |
| Do you consider this LO now complete? |  |  |  |  |  |
| Can you evidence this activity if spot-checked? |  |  |  |  |  |
| Hours spent on activity |  |  |  |  |  |

\*NB There is no minimum number of hours.

## Reflection

|  |
| --- |
| Did you need to vary your learning objectives during the year? This includes adding, removing or amending learning objectives. If so please provide details.  |
|  |
| Which learning objectives have been met, either fully or partially? Evaluate how your activities have contributed to your chosen areas for development.  |
|  |
| Which learning objectives have not been met? Provide an evaluation as to why this was the case.  |
|  |
| Which relevant learning objectives are outstanding? How do you intend to complete these learning objectives in the future?  |
|  |
| Did the type and nature of the CPD activities undertaken help you complete your learning objectives? Would other types of CPD activities be more useful?  |
|  |
| Consideration of future learning objectives You should use this section to make an initial assessment of what learning objectives may be required in the future and how they could be completed. Some things you could consider are: Whether your process for identifying your learning objectives was effective; Whether certain types of activity were particularly effective, and/or whether you have identified new areas for development/improvement. |
|  |