



Sample CPD profile – Senior sport and exercise psychologist

1.1 Profession: Senior Academic Sport and Exercise Psychologist

1.2 CPD number: CPD XXXX

2. Summary of recent/work practice

I have been a lecturer/senior lecturer in sport and exercise psychology for 25 years. For the last 5 years I have been a Professor and Head of Department. As Head of Department, I am responsible for managing our department's research, teaching, and knowledge exchange activities. I'm responsible for producing an annual report on the department's activities, business planning, and representing the department at Faculty and University meetings. I chair the department management group meetings, and conduct a number of staff appraisals each year.

I'm involved in one multi-institutional research programme examining the development of expertise in sport, and am collaborating with other faculty members in enhancing the focus and impact of the institution's research. I'm the editor of one of the leading journals in my field, act as the chair for 5 PhD scholars and have acted as an external examiner for 7 PhD candidates.

I contribute several lectures to our MSc in sport and exercise psychology and I'm co-supervising 1 candidate going through Stage 2 training.

I have spent the last 2 years attending a series of workshops which, together with a reflective journal, comprises the institution's leadership programme for management. I increasingly find myself mentoring and supervising others' research and practice because of the administrative element of this role. Although it is typically a challenge to attend our department's research seminar series, and contribute to the sport and exercise psychology group's research/practice workshops, I relish these opportunities for convivial discussion. Beyond my core research activities, these occasions, together with attendance/presentations at relevant conferences help keep my knowledge and expertise fresh.

3. Personal statement

A record of my CPD is kept securely on my work PC. My record comprises (a) a list of activities undertaken, (b) short and longer-term development needs which I can discuss with my line manager, and (c) a synthesis of reflections across a range of different activities. Evidence 1 outlines the information from my CPD log for the two-year period under review. I tend to update my log about 6 times per year (once every 2 months), which for me provides a pragmatic approach. It enables me the

opportunity to reflect on the activities undertaken in the preceding period, and highlight those aspects of my professional development that I am both nurturing, and occasionally neglecting.

Standard 2: A registrant must demonstrate that their CPD activities are a mixture of learning activities relevant to current or future practice

Service users are those individuals who directly or indirectly are affected by my practice and could include staff and students on the MSc programme, stage 2 trainees, members of the research community, and clients with whom I consult. My CPD is (a) directed towards enhancing my personal and professional development, (b) geared towards enhancing the experience of service users, and (c) represents a 'smorgasbord' of activities.

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

Standard 4: A registrant must seek to ensure that their CPD benefits the service user

Some examples below illustrate how the CPD activity I have engaged in contributes to my practice, and how the service user has benefitted from this professional development

Reading

Reading peer reviewed journals in my field (e.g., Journal of Sport and Exercise Psychology, Psychology of Sport and Exercise) and allied areas (e.g., organisational psychology) relating to my research interests facilitates my understanding of current and developing research themes (Evidence 2). For instance, the literature on talent development in athletes has prompted an internal research grant to explore ways of developing academic talent (students and staff) at our institution (Evidence 3).

Leadership Training

The series of workshops provided by staff development have contributed to my development as a leader. It has developed and consolidated my approach to leadership, and improved my confidence and organisational skills. I'm becoming more comfortable in requesting help from others, and often use small "task and finish" teams to strategically prioritise our department's work. Providing a forum for staff to input into the department's vision has contributed to a sense of ownership and satisfaction (Evidence 4) with their working environment (findings from staff survey).

Peer Review

Asking colleagues to peer review my teaching/practice (Evidence 5) provides a valuable and efficient approach to professional development. I often (with the group/client's permission) video or audio record a session and ask for collective feedback about the "session" I delivered. Receiving a range of responses confers a number of advantages. I receive information from different perspectives, and the quality/depth of feedback can inform subsequent delivery. Colleagues who are asked to reflect on the session also hear differing perspectives, contributing to their own development.

Summary of supporting evidence submitted:

Evidence number	Brief description of evidence	Number of pages, or description of evidence format	CPD standards that this evidence relates to
1	CPD Log	14 pages, electronic copy, CD	1,2,3,4
2	List of reading activity (1 per week)	Readings and reflections, photocopy, 15 pages, Hard copy	2,3
3	Internal Research Bid	8 pages, Hard Copy	2,3,4
4	Staff survey summary	Photocopy of executive summary, 2 pages, Hard Copy	2,3,4
5	Evidence of peer review	4 pages, photocopy, Hard Copy	2,3,4