The AfPP introduction and guide to Notional Learning Hours

AfPP aims, through its educational activities, to provide its members with a robust mechanism with which they can develop their Continual Professional Development (CPD) portfolios and evidence CPD activity. To help this we have implemented a framework of Notional Learning Hours (NLH). This framework will help each member build their portfolio of CPD activity to provide both their regulatory body and employer with evidence of their CPD.

Introduction

The NLH is a framework whereby time spent on learning activities is evidenced. This is illustrated in Figure 1 which is the NLH guide. AfPP will start to introduce the NLH to its education activities this year and will also indicate, where possible, the links to the Knowledge and Skills Framework (KSF) dimensions.

The NHL will be introduced in the March issue of The Journal of Perioperative Practice with the first Open Learning Zone article.

This framework is a dynamic learning tool for you as an AfPP member as it outlines learning outcomes through learning experiences or topical themes (Jasper 2006).

The NHL will build on current services to members by providing continued access to:

- Access to peer reviewed clinical governance issues through The Journal of Perioperative Practice (JPP).
- Engage in the most appropriate learning for members needs.
- Assist members comply with their CPD requirements.
- Help to keep members up to date
- Through congress/study day sessions and workshops provide members with up to date information on clinical and educational topics affecting perioperative practice today.
- Help members develop their portfolios for both CPD and employer needs.

In addition AfPP NLH will provide a simple means of recording your CPD:

- Each AfPP educational activity will have specific educational aims and objectives.
- Will provide educational outcomes through a learning activity.
- Provide each member with a mechanism with which to log NLH hours and provide evidence of CPD.

AfPP Education Tools

Below is a list of the educational tools AfPP provides for its members. This section also emphasises how these tools will link into the NLH and the KSF dimensions.

New website

The new AfPP website also includes an eportfolio which will help you store your evidence of CPD activity. All AfPP education activities will automatically link, and be able to be saved within the eportfolio. A hard copy is also printable for recording evidence of CPD activity if required.

Open Learning Zone

This will be a series of articles in The Journal of Perioperative Practice. In each article there will be a sequence of CPD tasks. Each task will have NLH and KSF dimensions highlighted within its outcomes. Each CPD task will have an icon which will enable each member to discern what task is to be completed. See Figure 2 for examples of the tasks to be completed through the article. There will be approximately five CPD tasks throughout one article. Once a task has been completed it will have achieved an estimated amount NLH and will also indicate which KSF dimension is
HPC defines CPD as a range of learning activities through which health professionals maintain and develop their career.

Where applicable AfPP will also highlight the KSF dimensions that are relevant to that study day/congress session or workshop. Each member, once they have attended a study day/congress session or workshop, will be able to complete an ELR to evidence their CPD. The ELR will be available through the 'I attended this event' link in the events page. The completed ELR can then be stored electronically in the member’s eportfolio under the Learning Records section or printed as a hard copy for recording evidence of CPD activity if required.

Example 1
If a member completed one of AfPP’s online learning modules they will see at the beginning of the module the aims and objectives of the module along with the NLH and the KSF dimensions linked to that module.

Once they have completed the module they would have achieved the NLH incorporated within that learning activity. In addition they would be able to download a certificate and the ELR. The ELR once completed and printed can be saved in the members CPD under the Learning Record section or a hard copy can be printed for recording evidence of CPD activity if required.

Example 2
If a member wishes to evidence their CPD by completing the tasks within the Open Learning Zone they will be able to access the additional learning either through The Journal or through the Career Development area within the new website. There will be an Open Learning Zone section that will list the articles as they are produced in The Journal. A member will be able to access the task they wish to complete and evidence their CPD though the ELR which will be attached to that task. Each task within the Open Learning Zone will state the NLH and the KSF dimensions linked to that CPD activity. The ELR can be completed online and saved in the member’s CPD under the Learning Record section.

Evidence of Learning Record (ELR)
Within the Career Development tab on the AfPP website a member will be able to complete online an ELR and/or browse other reflective templates that they might wish to use to support other CPD activities. For the members convenience there will be a facility to save the completed ELR and reflective template directly to the learning record within the eportfolio or print a hard copy for recording evidence of CPD activity if required.

Study day/congress and workshop sessions
Each AfPP study day/congress session or workshop attended will have NLH attached.

appropriate to that task. Again as with the on line modules a member can complete an ELR at the end of their activity. The ELR can be completed and stored on line in the Learning Record section of the eportfolio. There will also be a facility to print the completed ELR so that a hard copy is available for recording evidence of CPD activity if required.
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Record section or a hard copy can be printed for recording evidence of CPD activity if required.

Example 3
A member attends one of AfPP’s regional study days. Once they have been to the study day they go into the Events tab on the new website and select the study day they attended. Through the ‘I attended this event’ link in the events page the member will be able to access the ELR for that study day. Again as with the other learning activities the completed ELR can then be stored electronically in the member’s eportfolio under the Learning Records section or printed as a hard copy for recording evidence of CPD activity if required.

The study day will have NLH attached and where applicable will also highlight the KSF dimensions that are relevant to that study day. There may also be additional learning supplied for this study day, for example, where appropriate, sessions could link to the online modules or the Open Learning Zone which, if the member chooses to engage with these learning activities, will supplement the CPD attached to the study day.

Regulatory requirements for re-registration
For registered nurses the Post-Registration Education and Practice (PREP) CPD standard stipulates 35 hours of learning activity relevant to your practice. This must be undertaken during the three years prior to your renewal of registration (NMC 2006). The Health Professional Council (HPC) does not stipulate an amount of CPD to be collated by ODPs within their two year renewal period but does, however, emphasise that ODPs must maintain a continuous, up-to-date, accurate record of a mixture of learning activities (HPC 2006). Both regulatory bodies require its members to complete a summary form/CPD profile to evidence where they have met the required standards.

Both regulatory bodies do require all registrants to sign a declaration at their renewal point to indicate that they have complied with the CPD requirements for that regulatory body.

At this time AfPP is not aware that there is a requirement for non-regulated staff to build a portfolio of CPD evidence. There is, however, with the KSF, requirement for all NHS staff to evidence KSF dimensions against their post outlines. The Association’s aim is that its educational tools are linked to the KSF core dimensions where applicable. These, in turn, will also aid non-regulated AfPP members to build portfolios of evidence required against these KSF dimensions.

This guide is designed to be pulled out and kept in your CPD portfolio and will also be available on our new website.

References
NOTIONAL LEARNING HOURS

**CPD is defined by the NMC as unstructured/informal learning or structured/formal learning**

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**Key facts**
- The first cycle for HPC registrants to submit a CPD profile for audit purposes October 2008.
- Nursing and Midwifery Council (NMC) registrants have been audited on a three year cycle since 1995.
- Both the NMC and the HPC give examples of CPD learning.
- Both the NMC and the HPC require written evidence of CPD activity.
- Both the HPC and NMC provide a PREP (CPD) summary form/CPD profile to enable the registrants to develop a written portfolio and evidence were they have met the required standards.
  - **HPC sample profiles**
    - http://www.hpc-uk.org/registrants/cpd/sampleprofiles/
  - **NMC PREP handbook**
- All HPC and NMC registrants must sign a declaration to state they have maintained their CPD requirements on re-registration to remain on the Register.
- Registrants must maintain their own CPD records.
- The NMC and the HPC will monitor compliance with the requirements by random sampling of CPD records.
- Failure to comply with the requirements may lead to removal from the practitioners register.
- The KSF describes and defines the knowledge and skills NHS staff need to deliver a quality service.
- The KSF lies at the heart of career progression and pay progression through the Agenda for Change.
- The purpose of the KSF is to:
  - Facilitate the development of services.
  - Support effective learning and development for individuals and teams.
  - Support effective working practices.
  - Promote equality and diversity for all staff.
- The focus of the KSF is the application of knowledge and skills.

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Evidence of Learning Tool

Details of the study activity (include date, topic, type of activity, etc):

Relevance to my role:

What I hoped to achieve:

What I felt I achieved:

How I can use this in my practice:

Time spent on this and any follow-up activity:

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