

# Sample

## Patoss Log of CPD

(To be retained for a period of at least six years)

<b>C 1</b>	Principles of psychometrics, statistics, assessment and underlying theory
<b>C 2</b>	SpLD testing methods, interpretation and test materials,
<b>S 1</b>	Changes in regulations and legislation relating to SpLDs
<b>S 2</b>	Developments in SpLD research
<b>S 3</b>	Approaches to teaching and support for SpLD

Name: HE SpLD Tutor and Assessor.... Membership No. .... CPD Certificate No .....Valid from/to .....

CPD claimed for this period ..... hours

Date	Training activity (for course attendance, indicate course title, provider name and reference, otherwise state how activity was undertaken) [See <i>Earning CPD Credit</i> for additional guidance]	Reflective Summary of learning and intended applications (e.g. What have you learned? What would you change as a result? How would it impact on your practice?)	Professional Focus (can be more than 1 code)	Number of hours credit
18.3.06	PATOSS Local Group Meeting: Theme: Use of the WRIT	Shared with group members the practicalities of using the WRIT with a broad spectrum of the population. Led to discussions about 'unusual' profiles/false negatives and positives. Helped to explore its use for specific sub-test information for diverse profiles.	C1, C2, S2,	75 Minutes
3.5.06	Shadowing senior member of team: Use of Woodcock	Helped me to see how tests like Woodcock are delivered. Able to discuss the interpretation of the student's performance on the tests which increases my skills of analysis.	C1, C2, S1,	3 Hours
10.9.06	In-house training session: WRAML(2)	Test is new to me. Had to think about why it is necessary to test memory in such detail in order to make an identification. This has made me reconsider causes of dyslexia	C1, C2, S1, S2	90 minutes
11.11.06	Peer-mentoring: Examining our reports	Very practical session about how and what we report to students. Made me analyse and question how I interpret scores and the information I get from an assessment session with a student. Enable us to consider the 'recommendations' for support we provide.	C1, C2, S1, S3	1 Hour

**Please note**

**To count towards meeting CPD requirements, the activity should be at an appropriate level and contribute to an SpLD assessor's general professional skill and knowledge. [Hours exclude lunch times and breaks].**

A copy of this log should be retained with your portfolio of evidence along with

- Diagnostic Assessment Report and its supporting working papers and notes
- evidence of CPD in the form of
  - certificates of attendance at courses
  - descriptions of presentations/ courses presented including written aims and objectives showing outcomes
  - relevant sections of appraisal documents signed by line managers.

**Patoss may request to see your diagnostic assessment, CPD training record and portfolio of evidence at any time. You should retain your assessment documentation, training record and portfolio of evidence on file for a period of at least six years.**

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Dec. 06	Asked to survey current practice in other HEIs for team meeting on reasonable adjustments	Searching other HE sites for this helped me to <i>evaluate</i> our in-house systems for this type of support. Interesting to see the different operational definitions. Produced a report for the rest of the team which critically analysed and compared different practices. Led the team discussion of this so had to be knowledgeable about legislation and practice.	S1, S3	3 Hours
10.1.07	Read Fawcett chapter in Vogel, S., Vogel, G., Sharoni, V., & Dahan, O. (Eds.). (2003). <i>Learning Disabilities in Higher Education and Beyond: An International Perspective</i> . Baltimore: York Press.	Fawcett's chapter in this book provided the following: Over view of screening and support for adults. Kept me up-to-date with latest research and rationale for screening procedures. Evaluated how this linked to my own practice. Considered what would need to be added to our current screening interview questions to incorporate implications of current theoretical information to help in decision-making process of 'at risk' with view to full diagnostic assessment.	C2, S1, S2, S3	2 hours

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