CONTINUING PROFESSIONAL DEVELOPMENT – ITS ROLE IN THE CHANGING EDUCATIONAL AND QUALIFICATION LANDSCAPE OF THE INFORMATION PROFESSION; A CASE STUDY OF THE U.K.

Judith Broady-Preston
Department of Information Studies, Aberystwyth University, U.K.,
jpb@aber.ac.uk

ABSTRACT

Reviewed here are the implications for professional practice, education, training and development of the introduction of a mandatory continuing professional development (CPD) scheme by the Chartered Institute of Library and Information Professionals (CILIP), the largest U.K. professional body for the information profession. The relationship between CPD and work based learning, the role of mentors, and the place of CPD within the wider qualifications landscape of the information profession, including formal frameworks such as the CILIP Framework of Qualifications are examined. More generic issues in relation to mandatory CPD are also assessed. Whilst this paper is a case study of the U.K., nonetheless, there are obvious global implications of such a decision, and these are evaluated within the context of the wider information profession, and the current fast-moving and volatile professional/qualifications landscape.

INTRODUCTION

Evidence suggests that the information profession is experiencing a period of profound change in relation to its qualifications base. Many of the previously enshrined shibboleths of professional education, training and development are undergoing a fundamental re-examination. Barriers relating to qualification levels, to professional practice, and to career development are being circumvented or demolished. In a volatile climate of rapid change, continuing professional development (CPD) is necessary if professionals wish to keep abreast of new skills and knowledge.[1]

In July 2008 the Governing Council of the U.K. Chartered Institute of Library and Information Professionals (CILIP) voted unanimously to introduce mandatory CPD for active chartered members. CILIP is the leading U.K. professional body for librarians, information specialists and knowledge managers, with an active professional community of about 36, 000 of whom roughly 21,000 are members. CILIP was formed on 1 April 2002 as a result of the merger of the U.K. Library Association and the Institute of Information Scientists.

Described as "potentially far-reaching" by the CILIP Chief Executive,[2] the scheme is envisaged currently (February 2009) as being "light touch" in scope, but nonetheless compulsory. It will be phased in gradually, beginning with the more recently qualified candidates. The timetable for the move is yet to be determined, as are the precise details. However, key features of the scheme are seen to be:

- ✓ No core curriculum or minimum time requirements
- ✓ Emphasis on simplicity; the scheme will be web-enabled to minimize effort and inconvenience and should require little extra work beyond the CPD most would choose to do
- ✓ It should be able to be mapped closely onto employers' appraisal schemes
- ✓ No requirement for the compilation of a portfolio.[3]

Obviously, the implications of this decision need to be evaluated within a broader context, not only in relation to the education, training and development of the wider information profession in the U.K., but also globally. Moreover the perceived impact of Web 2.0 with regard to the breaking down or blurring of boundaries between differing sectors of the information profession, and between differing levels of practice, is equally a factor of some significance in any contemporary debate on the role and relevance of CPD in regenerating the information profession and stimulating fundamental change.[4][5][1] Moves towards the recognition of work-based learning, together with other governmental policy initiatives in the U.K. with regard to the skills agenda, such as the development of competency frameworks and occupational standards, with their concomitant impact on more traditional education and qualification frameworks are equally of relevance in this context. Explored here are issues in contemporary education and professional development for information practice, using developments in the U.K. as a case study.

METHODOLOGY

The aim of this review is to assess and explore the implications of the adoption of compulsory CPD schemes by professional associations within the context of the changing education and qualifications landscape for the information profession. The U.K. is seemingly unique in adopting a mandatory approach to professional CPD activity. The Australian Library and Information Association (ALIA) has a Professional Development (PD) scheme which is voluntary, but if entered, requires the individual to comply with and complete the programme.[6] Thus, the U.K. will be used as a single case study for the broader exploration of the issues indicated above, as it is apparently the first to introduce a compulsory scheme, and additionally, the researcher has considerable knowledge of and experience within the U.K. information and library education and qualifications landscape. Further support for this approach may be found in Yin's description and justification of

the use of single case studies with an embedded design, that is, multiple levels of analysis within a single case.[7]

Therefore, in addition to a systematic review of relevant literature, and as a means of obtaining the views, attitudes and perspectives of those involved, a questionnaire containing open-ended questions was devised and circulated to four key stakeholders in the CILIP decision, as outlined below; all four returned the survey. The questions can be seen in the Appendix. The respondents are identified solely by their relevant job title (either salaried or honorific), with the transcripts obtained being codified as follows:

- Chair, CILIP Task and Finish Group, Framework of Qualifications and Accreditation (TFG, FoQA) (I1)
- Head, Qualifications and Professional Development (QPD) CILIP (I2)
- Chair, CILIP Chartership Board (I3)
- Chair, CILIP Accreditation Board (I4)

The above were all members of an internal CILIP Task and Finish Group established by Council in January 2008, with the broad remit of reviewing the FoQA as a whole, but more specifically, to consider a series of recommendations made in an external consultants' report, commissioned by CILIP in 2007.[8] Framework of Qualifications (FoQ) is the term used by CILIP to denote the totality of its approach to professional qualifications and their accreditation.[9] Furthermore, the survey respondents have a continuing stake in the success of this CPD scheme in their respective roles as either CILIP employees or honorary officers with responsibilities for qualifications, training and development issues.

Ethical issues were an integral part of the design of this project. Participants were informed fully as to the nature and purpose of the research project, with permission sought and obtained with regard to recording and subsequent use of data. All scripts were analysed manually, with themes identified, coded and cross-checked for validity.[10]

CHANGING INFORMATION LANDSCAPE: DRIVERS FOR CHANGE

As indicated above, the impetus for change in relation to both education and professional practice in the information world is seemingly emerging from several distinct but interrelated factors originating both from within and outside the information studies profession.[5,1] Briefly, technological drivers such as Web2.0, 3.0 or even 4.0[11] need to be viewed in conjunction with more generic developments with regard to the nature of the profession. Earlier work [5,1] outlined the premise that clear evidence exists of radical change within the information profession, not only that boundaries are becoming blurred or fused between differing sectors and levels of practice, but that there are now calls for a more fundamental rethinking of professional boundaries and divisions, leading to their demolition or demise:

We cannot look like individual silo professions…You don't hear people saying, "I'm a systems designer, or an architect or a programmer. They say, "I'm in IT". There is a place for specialists, but you need to see yourself as part of the whole. The current "divides" in information are unhelpful to an individual's career.[12]

Looking beyond the narrower information landscape, thus far this century, the U.K. has seen a fundamental re-evaluation of the relationship between formal education, employers and workforce development. Government initiatives such as the establishment of Foundation degrees,[13] the Treasury-led Leitch Review of Skills,[14] and post-Leitch, the establishment of the U.K. Commission on Employment and Skills (U.K.CES),[15] are all apparently resulting in a changing relationship between the employers and formal education providers such as Higher Education Institutions (HEIs), resulting in a shift from supply to demand led education and training.[1] Such views were reinforced in the following statement by the U.K. Government Minister with responsibility for skills in October 2008, affirming that "We are committed to developing a demand-led skills system."[16] Similarly, the Higher Education Funding Council for England (HEFCE) lists 'employer engagement' as one of its key priorities. Included within this general topic area is the 2008 *Stepping Higher* report, outlining a workforce development strategy to be achieved via an employer-higher education partnership, with the twin goals of (1) designing and delivering HE courses in partnership with employers, and (2) increasing the number of learners in the workplace supported by employers.[17]

Finally, the Open University, in partnership with the University of Derby, Cambridge University Institute for Continuing Education, University of London External and the Professional Associations Research Network, is working currently (January 2008 to July 2009) on a £1 million HEFCE-funded project, identifying exactly how HEIs can offer online competitive programmes in CPD. One of the six core strands of this project focuses on developing a "prototype CPD portal using Web 2.0 technologies to bring together multiple CPD providers through a single resource."[18]

CPD IN CONTEXT

One of the difficulties in evaluating the arguments for and against mandatory CPD for the information profession lies in determining the precise meaning of the term CPD, together with its relationship to cognate topics such as workplace learning, reflective learning, Personal Development Plans (PDP), Human Resource Development and so forth. Difficulties in determining its precise meaning and therefore location in the wider skills and learning environment are arguably further compounded by the fact that it "has become the buzzword of late due to the ever-

changing nature of this [information]profession…how to go about the process can at times be confusing and cumbersome."[19 (p806)]

CPD – general definitions: In the U.K., the Chartered Institute of Personnel and Development (CIPD), the professional body for those "involved in the management and development of people", defines CPD as

> a combination of approaches, ideas and techniques that will help you manage your own learning and growth. The focus of CPD is firmly on results – the benefits that professional development can bring you in the real world.[20]

The CPD Certification Service, a U.K. independent body which supports all professional associations in CPD activity, offers the following definition:

> CPD – Continuing Personal or Professional Development – is the term that describes a commitment to structured skills enhancement and personal or professional competence.[21]

CPD definitions in an information context: Turning more specifically to CPD in the context of the information profession, as indicated above, ALIA uses the term PD rather than CPD, defining this as

> Participation in an activity which will enhance and/or increase our knowledge, skills and abilities in relation to our work…Our initial education provides us with our base skill set (our professional qualification), engaging in PD is about increasing and enhancing that base skill set.[6]

Whilst the American Library Association does not appear to offer a definition of CPD, nonetheless, in the scope note for the 2nd World Congress on Professional Education, is the following statement with regard to the role and purpose of CPD:

> To creatively and successfully embrace new roles and opportunities, library staff continually need tools for transformation. Through continuing professional development, the individual can effect their personal growth, and through that impact their workplace and society.[22]

Interestingly, CILIP does not offer a definition at present.

Thus far, the definitions incorporate ideas about personal learning and growth, together with concepts of professional development, primarily in relation to the acquisition of relevant skills, knowledge, and competencies. Distinctions between these latter terms are not often made in such definitions, although as indicated in earlier papers, whilst the terms are often used in conjunction with each other, they have quite separate and distinct meanings.

This trend towards a broad understanding of the term CPD, is borne out by the CILIP stakeholders, each of whom were asked to supply their personal definition, resulting in the following wide range of ideas:

it's a realisation of the importance of learning about (and integrating where relevant) new developments, practices, skills into your own on-going professional practice in order to make better choices and more informed decisions and access more opportunities than a narrower or ageing skills-base would allow. CPD is an enabler of choice for individuals and a measure of competence, commitment and flexibility to employers. Information professionals, of all professions, need to be curious about the world. (I1)

a career(s) long active commitment to updating and extending professional knowledge, skills and competences through a range of formal and informal learning activities, which benefits the individual, employing organisations and wider society. (I2)

Planned improvement of professional knowledge and skills throughout your working life. (I3)

any activity – courses, conferences, reading or work-related – of which the purpose is seen by the participant as updating or increasing his or her professional knowledge.(I4)

CPD and CPE – Robinson and Glosiene discuss a range of definitions for CPD, offering as a summary statement:

Continuing professional development … sometimes referred to as continuing professional education (CPE), in a library and information context, is the process by which library and information specialists maintain a competence throughout their careers.[23] (p463)

Ritchie, rather than viewing CPD and CPE as synonyms, views the former as a broader term encompassing the latter, with CPD "Taking in all aspects of a professional's role, and recognising that education is only one of the ways in which individuals continue to learn, grow and develop as professionals throughout their working careers and their professional lives."[24] (12)

CPD – RESPONSIBILITY AND BENEFITS

This fusion of personal growth and professional development also highlights a key issue within CPD, namely the dichotomy between the perspectives of the individual and those of the employer with regard to responsibility for CPD and the benefits of this activity:

Individuals want employability, and for knowledge workers this means having up-to-date skills that make them desirable to employers. But bosses want to retain talent and to offer development and career progression that ties people to a career with their organisation. Many employers are wary of offering development that may make people too attractive to the competition… Employers want

to develop organisation-specific skills and the individual has a desire for transferable knowledge.[25]

There is evidence that this dichotomy holds true in the information and library context. The recent study of differing individual versus organisational views of CPD in New Zealand, found that

> Balancing a library's needs with individuals' needs can be a complicated process, especially when budgets are restricted, or when the library is "just another service" offered by a wider organisation such as a local body. Needs as perceived by individuals vary from those perceived by their managers, and there is an overall lack of understanding across the profession about who should be responsible for what aspects of CPD, what should be offered, and who should be taking the initiative.[26 (p582)]

Moreover, the 2004 CILIP CPD Framework document whilst seeming to suggest that responsibility for CPD lies firmly with the individual, nonetheless concludes "that an effective partnership between an individual and an employer is essential if the overlapping aims of improved performance and individual career enhancement are to be met."[27 (p5)]

These perceived difficulties of achieving a balance between the needs of the individual and those of the employer are reflected in the responses of those surveyed. As one observed, there are potential

> difficulties where employers are not convinced of the need for CPD, or believe it should be wholly focused on the tasks of the current post (I4)

Moreover, there are potential risks in the

> failure to convince employers of the necessity for, or value of maintaining an up to date qualification (I4)

And additionally, that

> members whose employers already have something similar in their performance appraisal systems …[will not]want to repeat the process (I3)

Thus, there is a

> need to ensure it is fully compatible with employers own in-house training and appraisal schemes (I2)

CPD, PDP AND E-PORTFOLIOS

Nowadays, the individual usually has the prime responsibility for development of their own competence portfolio to ensure currency and applicability. There is a changed psychological contract between a professional and the employing organi-

sation such that there is now a 'joint responsibility' for career management rather than a 'job for life'.[28 (p7)]

In the U.K. there is seemingly a growth in expectation amongst younger professionals that they will be responsible for their own personal and professional development, which is arguably attributable to the introduction of Personal Development Planning (PDP) in HEIs. PDP is "a structured and supported process undertaken by an individual to reflect upon their own learning performance and/or achievement and to plan for their personal, educational and career development."[29 (p1)] From 2005/6 onwards, all HEIs were required to have in place a system for students to record their own learning and achievement and to "monitor, build and reflect upon their personal development."[29 (p1)] However, whilst it is mandatory for universities to provide such schemes, it is not mandatory for students to complete their own reflective learning portfolio. Edwards suggests that "in the same way that CPD is becoming a 'ticket to practice' in the professions, some level of 'coercion' is probably necessary to encourage students to undertake PDP".[28 (p8)]

The introduction of progress files coincided with

> lifelong and personalised learning policy drivers propos[ing] that all learners should be able to develop, record, repurpose and transfer a wide range of information about themselves electronically, as they progress through different levels and episodes of learning, training and employment.[30 (p1)]

In pursuit of this objective, the Joint Information Systems Committee (JISC) currently has as one of its five major policy strands, *Supporting PDP and Continuing Professional Development*, which lists twelve projects investigating and developing e-portfolio related tools and systems.[31]

The link between PDP in higher education and CPD in the workplace is made explicitly by the Higher Education Academy:

> PDP by no means begins and ends in Higher Education. Professional development practices in the workplace such as continuing professional development (CPD) are based on many of the same principals[sic] as PDP.[32]

Indeed, it is clear that CILIP also perceives this link, and wishes to build upon it by introducing the compulsory scheme for recently qualified candidates in the first instance, as they "will be used to a similar process if they are recent university graduates."[3] Moreover, the extent to which CILIP had developments such as e-portfolios in mind when devising their scheme is further evidenced by the insistence of the TFG that the mechanics of the scheme were to be web-enabled in order to minimize effort and inconvenience. A view endorsed by one respondent, stating

> the system introduced needs to be quick and easy to use and up-to-date so members see it as being assistance [in] helping them reflect, evaluate and plan

rather than [a] time-consuming burden or extra administration on top of already busy lives. It should form part of the solution, not be perceived as part of the problem. (I1)

Similarly, the ICT platform was viewed as a potential danger in terms of the scheme's long term success, with two respondents listing this as the most significant risk for CILIP, with one remarking:

members need to be assured that the scheme…will have effective/accessible ICT to support it (I2)

WORKPLACE LEARNING AND REFLECTIVE PRACTICE

CPD schemes are linked to concepts of employability, and therefore must be considered within the wider context of trends in workplace and reflective learning, together with developments in the relationship of generic skills and competencies frameworks vis-à-vis those specific to a profession. As Ritchie stated:

Workplace learning activities have an important contribution to make towards continuously improving the quality of our workforce and raising standards of professional practice. So the more we can recognise workplace learning as valid and useful and the more we can incorporate it into our planning as a training and professional development strategy, the more value we will get from it.[24 (p12)]

As indicated above, work-based learning is a central tenet of contemporary U.K. governmental initiatives with regard to education, employment and workforce development. It is beyond the scope of this paper to review all such initiatives in any depth here. Whilst HEIs were apparently slow to recognise changes in the learning environment in the workplace,[33] nonetheless, the role and importance of formal work based learning centred on HEI provision is well documented.[34 35]

However, increasingly in the research literature, a distinction is made between such formalised work-based learning, and the role of informal learning. More recently, emphasis has been placed on the further development of professionals via informal learning methods, with research findings revealing that across a wide range of professions, very few individuals cite any type of formalised study being important in the context of their professional learning and development, post-initial qualification.[36-43] Support for such views would appear to derive also from the work of Varlejs[44] and Ritchie, although the latter seemingly favours a fusion of approaches:

'workplace learning' signifie[s] the inclusion of all the different types of developmental activities associated with the workplace – both the formal staff development and training programs of our workplaces, and the less formalised learning opportunities which occur within our normal working lives.[24 (p12)]

Recognition that the boundaries between formal and informal learning are becoming blurred or more diffuse is shown in the trend towards the recognition and reward of competency based practice, either based upon possession of professionally derived competencies or those of more generic origin. The introduction of a pioneering non-graduate professional qualification by CILIP, the ACLIP,[45] recognising work-based and experiential learning and evaluated via submission of a reflective learning portfolio is one example of the former. However, as shown in the 2008 review of public library service standards in England, more generic competency based frameworks may pose a threat to vocationally derived qualifications, whether graduate or non-graduate.[46] Moreover, as Edwards observed,

> Some futurists and radical thinkers, consider that the concepts of 'qualifications' and 'professions' may become obsolete. Instead, people will continually build their own personal portfolios of learning and development and access other learning in an open way on the internet. Each person will have a learning plan and 'qualifications' will become incidental markers along the way for those who need them.[28 (p9)]

Thus, the need to engage with employers, to demonstrate the continuing relevance of professional knowledge and skills within such a changing landscape and the necessity for CILIP-based qualification frameworks to address and, to a certain extent, counter the trends identified above were prevalent themes amongst the survey respondents. As one respondent observed,

> for individual employers within the sector [the scheme] guarantees commitment to on-going learning and development for anyone having a CILIP qualification and that the qualification is not 'set in time' but a dynamic on-going commitment to further developing professional practice (I1)

Additionally the scheme

> will help raise the profile and standing of registered practitioners with employers (I2)

and will make

> it easier to persuade employers and the general public that information isn't something "anyone can do" (I4)

Similarly,

> it's a very good selling point in getting across the message that our profession often requires incredibly wide-ranging skills and competencies and can cheerfully embrace a myriad of specialisms of extreme complexity. It's a means of helping negate all the old unhelpful ideas of 'anyone can do it'. They can't, not without a lot of knowledge and skill, and that knowledge and skill needs kept up-to-date. That's a good message to get across.(I1)

Thus, the scheme is a

> demonstration of minimum professional standards maintenance, keeps the profession up with the times…[and]develops [an] individual's professional evaluation and reflection – thus encouraging everyone to take part (I3)

From the perspective of equipping the individual member appropriately within such a changing landscape, a compulsory CPD scheme

> enhances personal competitiveness by demonstrating active engagement with learning across a range of topics/skills – professional and technical (I2)

Given that globally the information profession is unregulated,[6] there is no requirement to register on a CPD scheme to retain a professional qualification or to practice generally. This being the case, there may indeed be what one respondent describes as

> A rump of members – older in attitude- who do not see the need to demonstrate and develop their evaluative and reflective skills, and professional knowledge, in a formal compulsory process (I3)

Therefore, mandatory CPD may

> not [be] welcomed by members who do not see the need to keep up-to-date! (I2)

However

> it puts us on a par with other cognate professions where the move to compulsory CPD has been growing for some time within their relevant professional bodies. To be respected as a profession and be taken seriously and valued as such we have to show we embrace the responsibilities of that as well as the benefits. (I1)

The same sentiment was expressed more bluntly and more succinctly by a candidate in the 2008 CILIP Council elections , "CPD is the badge of a grown-up profession."[47 (p16)]

Finally, there is a note of implicit warning for the future in the opinion of one respondent that

> introduction of a mandatory (light touch) CPD Scheme is crucial to any employer engagement strategy and in my view to the long term future of CILIP. (I2)

CPD – EDUCATION AND TRAINING IMPLICATIONS

In marked contrast to the views of Edwards outlined above, Chivers and Roscoe both document that a stronger focus on CPD by professional institutes has led to several related outcomes, namely:

- ✓ Demands for individuals to furnish evidence of periodic formal study via attendance on courses of varying lengths and descriptions
- ✓ Resulting from the above , a growth in providers of such education and training, including HEIs, professional bodies themselves and other newly established education and training providers
- ✓ Finally, trends towards professional bodies recognising and accrediting certain training providers via formalised schemes.[48 41 49]

Clearly, introduction of a mandatory CPD scheme is at least partly reliant for success on the existence of approved and relevant education and training. CILIP has a formal scheme for accrediting undergraduate and postgraduate courses offered by U.K. HEIs[50] using as criteria coverage of a specified corpus of professional knowledge, the Body of Professional Knowledge.[51] This is by no means a new development, but one which continues practice established by its two predecessor bodies, the Library Association and the Institute of Information Scientists. As Robinson and Glosiene observe, there is no

> agreement, or consistency of practice, as to where, and by whom, CPD should be provided. Practice differs internationally, with CPD providers including national libraries, academic departments, professional organisations, government agencies, special interest groups and commercial providers.[23 (p463-4)]

In an attempt to establish a degree of consistency and in direct response to the trends outlined above, in 2006 CILIP introduced a Seal of Recognition scheme. Predating the introduction of compulsory CPD, this initiative "offer[s] a Seal of Recognition to CPD providers who can show that their courses and training activities address one or more areas of CILIP's Body of Professional Knowledge."[52] The Seal is not designed solely or indeed, primarily for large training providers, or to recognise formal programmes of study alone. As Taylor outlines,[53] a wide variety of programmes and providers are eligible. Arguably, the quality and quantity of accredited education and training provision are crucial underpinnings to the success of any CPD scheme.

MENTORING

As the CILIP CPD scheme is to be rolled out initially for newly qualified members, the existence of adequate mentoring arrangements will obviously be a critical success factor. Hallam and Newton-Smith observe that "mentoring relationships

represent a form of continuing professional development that has the advantage of being supportive of an individual's learning needs and that 'socialises' a person into a profession."[54(p155)] Freedman distinguishes between what she defines as career and psychosocial mentoring,[55] whilst Clutterbuck[56 (p9)] examines the degree of symbiosis in concepts of coaching and mentoring and warns that terms used in one country can have a very different meaning in another.

CILIP has a well developed mentor scheme, revised in 2008. Employing the Oxford English Dictionary definition of a mentor, the role of the mentor is explained as

> Essential … in CILIP's framework of qualifications [Mentors] are not expected to run training events or instruct candidates, but to help them realize their own potential through encouragement and direction.[57]

CONCLUSIONS

Obviously, it is far too early to assess the implications of the implementation of compulsory CPD for the information profession in the U.K.. One fundamental factor in the success of this scheme lies in *"ensuring membership understanding and buy-in"* (I1). Thus, CILIP

> Need[s] to phase implementation through a structured roll-out over a few years, regularly explaining the benefits, answering concerns and giving members adequate time and information to adjust. (I1)

Moreover, there is the

> risk that members will walk away rather than comply(I2)

and of a

> reaction by the membership against what they see as overregulation (I4)

Associated risks in relation to data security, ensuring compliance (together with the development of possible sanctions), in addition to issues of affordability for both the individual member and CILIP as a whole, are all matters of practical detail which, if not addressed adequately and appropriately, may result in failure of the scheme.

However, compulsory CPD offers the profession the opportunity not only to demonstrate equivalency with other professions, but also to move forward with confidence in an ever-changing landscape. It offers us the opportunity to market ourselves positively as highly trained and motivated individuals, abreast and ahead of the key information issues. Moreover, it serves as a solid foundation for an employer engagement strategy, ensuring recognition of the value of professional

qualifications and training, thus equipping CILIP to meet the rapidly changing needs of its members in a volatile environment.

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APPENDIX

Interview Questions on CPD – Key Stakeholders

Q1. How would you define the term 'CPD' or 'Continuing Professional Development'?

Q2. In your opinion, what are the potential benefits to CILIP in introducing a compulsory CPD requirement for all its registered members?

Q3. Do you think there will be any difficulties, dangers or drawbacks for CILIP in introducing such a scheme?
- If yes – Please would you list these below in order of importance, beginning with the most significant?
- If no – Please GO TO Q4.

Q4. In your opinion, are there any potential benefits to the information profession as a whole following on from the introduction of compulsory CPD for all registered members of CILIP?
- if yes – Please would you list these below in order of importance, beginning with the most significant?
- If no – Please GO TO Q5.

Q5. Do you think there are any drawbacks to a compulsory CPD scheme for registered practitioners, such as that being introduced by CILIP?
- if yes – Please would you list these below in order of importance, beginning with the most significant?
- if no – please GO TO Q6.

Q6. Is there anything you would wish to add on the topic of CPD and the information profession which has not been covered by the questions and answers above?