

CONTINUING PROFESSIONAL DEVELOPMENT GOOD PRACTICE GUIDELINES

WHAT IS CPD?

CPD is the systematic updating and enhancement of skills, knowledge and competence which takes place throughout working life. Put simply, a life-long learning approach to planning, managing and getting the most from your own development.

Most professionals recognise the need for professional updating but CPD's emphasis on systematic development and the comprehensive identification of learning opportunities now provides a framework within which both formal and informal learning activities can be set. Learning and development becomes planned, rather than accidental.

CPD is **continuing** because learning never ceases, regardless of age or seniority; it is **professional** because it is focused on personal competence in a professional role; it is concerned with **development** because its goal is to improve personal performance and enhance career progression and is much wider than just formal training courses.

Studying for the award of a professional qualification at the beginning of your career provides a valuable base, but cannot do more than ensure the acquisition of expertise which is relevant at the time the qualification is obtained.

Education does not finish upon leaving university and we must encourage the concepts of lifelong learning not only to make us better at what we do but also to encourage us to consider the opportunity it can offer to explore new challenges.

CPD is not just an activity that is relevant to your membership status. Many professionals in mid or later career, including those in senior positions, find that CPD has even greater relevance. Earlier formal studies may have become outdated and your attention may have been diverted from longer term developmental needs and opportunities.

People differ significantly in the ways in which they learn best. A large proportion of effective learning takes place within the working environment but is not always recognised as being of relevance. We all learn by doing, which includes our successes and mistakes.

THE ESSENTIAL CPD PRINCIPLES

- Development should be owned and managed by the individual learner. Development should be continuous in the sense that professionals should always be actively seeking improved performance.
- CPD is a personal matter and the effective learner knows best what he/she needs to learn.
- Learning objectives should be clear and wherever possible serve organisational or clients needs as well as individual goals.
- Regular investment of time in learning should be seen as an essential part of professional life, not an optional extra.

- Professional development activities need to provide opportunities for Members to engage with their peers in the engineering profession and the wider community as appropriate

WHAT SHOULD CPD RECORDS SHOW?

Taken as a whole the CPD you present should show how you have taken reasonable steps to maintain your competence in all parts of your practice area, and across the full range of competence elements. Achievement is assessed on the learning and its application, NOT the total hours spent. However it is felt that unless at least 50 hours per year of good quality CPD is undertaken it may be difficult to meet the standard.

Overall, a member's CPD records should show a balance between passive activities, interactive activities and between 'knowledge events' such as conferences and IPENZ Branch meetings and 'learning events'. These are events where there are identified learning outcomes and delivery is such that learning of new knowledge and/or skills can be assured e.g. some seminars, courses, and formal tertiary education.

All members should ensure they engage in networking and dialogue with other engineering professionals. This is particularly important if a Member is working in isolation and there is little opportunity to meet and mingle with other engineering professionals within their work environment.

A significant proportion of CPD activities, for senior professionals, are likely to be under the heading of 'services to the Engineering Profession or broader community'. The continuance of high standards within the engineering profession relies significantly on their contribution. Senior professionals play an important role in representing the profession and contributing to the status of the engineering profession.

The CPD records of engineering academics should provide evidence that they have been networking with engineers practicing outside of the education sector. This could be through consultancy work, acting as an expert witness or when their research and teaching takes them into industry. At some stage of their career academics could consider spending some of their sabbatical leave working within industry.