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| ***MEMBERSHIP NUMBER:*** | ***DATES SUBMISSION COVERS (from – to):*** |
| ***MEMBERSHIP GRADE:***  | ***REGISTRATION:*** |

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| ***NOTES FOR COMPLETING THE CONTINUING PROFESSIONAL DEVELOPMENT (CPD) FORM***  |
| This form has been provided to help you detail your CPD history and demonstrate that you meet the necessary CPD standards, which is a mandatory requirement for continued registration with the Engineering Council and Science Council. Please note that the examples given should not be considered exhaustive but are intended to give an indication of the range of activities that may constitute this category of CPD.Registrants’ CPD should be a mixture of learning activities relevant to current or future practice and should include activities in at least three (exceptionally two) of the following categories:1. Work based learning2. Professional activity3. Formal / Educational4. Self-directed learning5. OtherThe Engineering Council and Science Council both provide further information and guidance on CPD, please see the following links;<http://www.engc.org.uk/education--skills/professional-development-/continuing-professional-development><http://www.charteredscientist.org/about-csci/cpd-standards>Additionally the Nuclear Institute requires that a minimum of 30 hours CPD (total aggregated in all categories) per annum should be undertaken. **The completed form should be returned to the Nuclear Institute with 3 months of the date requesting provision of this submission. Failure to return the template within the stipulated period, or meet the necessary CPD requirements or meet the 30 hour minimum could result in de-registration and/or removal of membership.** |

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| ***CONTINUING PROFESSIONAL DEVELOPMENT FORM*** |
| ***SECTION 1***  *Please demonstrate how your CPD activities are a mixture of learning activities relevant to current or future practice. This should include activities in at least three (exceptionally two) of the following categories.* |
| ***CATEGORY 1 WORK BASED LEARNING*** |
| **Work based learning** is professional development that takes place by fulfilling the current job role. Such development naturally takes place as experience is gained in the role, greater independence and responsibility is given, and the complexity and scope of work undertaken increases. Work based learning also includes in-house learning activities and development opportunities that are provided by the employer as part of staff orientation and development in support of organisational performance and objectives. Examples include:• Experiential learning: Learning by doing the job; gaining, and learning from, experience; expanding role.• In-service training: includes orientation programs, standard operating procedures and employee development.• Receiving coaching from others; supervising colleagues or students; work shadowing.• Peer review of own work, including presentations to colleagues. Review of case studies and literature. • Discussions with colleagues eg idea generation, problem solving; presentations to external clients, regulators & policy makers.• Job rotation, secondments, sabbaticals, involvement in the wider work of employer beyond scope of role.• Post-mortem and lessons learnt activities following significant projects, events.• Requesting and analysing feedback on performance from colleagues, clients.• Participating in the employer’s performance appraisal and goal setting process. |
| Date | **Work based learning** (e.g. supervising staff / students, reflective practice) | Hours spent  | Evidence available |
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| ***CATEGORY 2 PROFESSIONAL ACTIVITY*** |
| **Professional activities** that support professional development include participating in the management and organisation of a professional body, participating in activities that develop the professional skills and knowledge of other professionals and participating in activities that apply engineering and scientific expertise in the wider community. Examples include: • Involvement in the management of a professional body: officer, organiser, committee or working group member.• Organiser of a conference, engineering/scientific meeting or course.• Being an examiner.• Being a referee for a journal.• Supervisor of research.• Membership of a technical expert group, e.g. special interest group, category or study group.• Being an expert witness.• Lecturing or teaching (new material).• Giving presentations or being a discussant at conferences or engineering/scientific meetings.• Networking with professionals in other organisations.• Coaching or mentoring. |
| Date | Professional activity (e.g. involvement in a professional body, mentoring) | Hours spent  | Evidence available |
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| ***CATEGORY 3 FORMAL/EDUCATIONAL***  |
| **Formal/educational** professional development includes the participation in activities that lead to gaining academic/professional qualifications and the attendance at structured learning activities organised by professional bodies, learned societies or training providers, preparation of papers, articles and presentations for a professional audience. Examples include:• Undertaking a program of learning or research for an academic qualification.• Attending training courses.• Attending conferences or engineering/scientific meetings.• Undertaking distance learning or e-learning activities.• Reading to understand the legal, regulatory framework for professional work.• Maintaining or developing specialist skills.• Writing articles or papers.• Preparing presentations for conferences or engineering/scientific meetings.• Preparing material for training courses. |
| Date | **Formal / Educational** (e.g. writing articles / papers, further education, preparing training material)  | Hours spent  | Evidence available |
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| ***CATEGORY 4 SELF DIRECTED LEARNING*** |
| **Self directed learning** takes place when the individual takes the initiative in diagnosing learning needs, formulating learning goals, designing learning experiences, identifying and using human and material resources and evaluating learning outcomes. Examples include:• Reading books, journals and articles.• Reviewing and summarising books and articles.• Upgrading knowledge through internet searches and the use of electronic information sources.• Reflective practice: assessing benefit of CPD activities to self, client or employer – identifying next steps. |
| Date | **Self directed learning** (e.g. reading journals, reviewing books & articles) | Hours spent  | Evidence available |
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| ***CATEGORY 5 OTHER*** |
| **Other** professional development relates to activities which may not require engineering or scientific expertise, but which help develop transferable skills and gain experiences that are valuable in the current professional role or in future career directions. These would include involvement in strategic activities for the employer and activities carried out outside of professional life. Examples include: • Strategic thinking (e.g. projects for employers such as organisational restructuring, strategic planning and resourcing, external/community relations, facility development).• Leadership skills (e.g. managing a children's sports team, leader of a scouting/guides activity, Chair person for a club or society).• Organisation and planning skills (Secretary for a club or society, school governor, Parent Teacher Association organiser, church parish councillor).• Finance skills (e.g. treasurer for a club or society).• Coaching and counselling skills (e.g. Sports coach, Samaritans volunteer, Mentoring, Tutoring). |
| Date | **Other** (e.g. voluntary work, public service) | Hours spent | Evidence available |
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| ***SECTION 2*** *Please provide examples of how your CPD activity has contributed to the quality of your professional practice and service delivery.* |
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| ***SECTION 3*** *Please provide examples of how your CPD activity has benefitted the users of your work.* |
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| **DECLARATION** |
| ***The information given is correct and supports my wish to maintain my current registration and membership status.*** |
| Signature: |
| Name:  | Date: |