



# THE INSTITUTION OF FIRE ENGINEERS

## Continuing Professional Development

This document belongs to

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and is a personal

# Professional Development Portfolio



***This document contains personal and confidential information and is of great importance to the named individual.  
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### **IFE Membership Details**

**Membership No.** \_\_\_\_\_

Branch	Grade	Dates	
		From	To



# Continuing Professional Development

## Portfolio Contents

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### The Sections

#### **Beginning**

- Cover Page
- Holder Information
- Contents Sheet
- An Introduction to CPD

#### **Middle (the working bit)**

- Curriculum Vitae (Self Compiled)
- The Forms
  - ❖ The Role - Map of Career progression
  - ❖ The Plan - Professional Goals/Objectives
  - ❖ The Abilities - Personal Needs Analysis (Types a and b)
  - ❖ The Participation - Summary of CPD activities
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#### **End (Read me!)**

- What this is all about!
- The Next Steps (and more steps etc.) - Guidance on the system with some examples
- A short CV Guidance Note
- Guidance on your 'user' forms



# THE INSTITUTION OF FIRE ENGINEERS

## Continuing Professional Development

### An Introduction

As Fire Engineers, we are at the same time, both members and servants of society. Our work and how we undertake it will be influenced by the expectations of society and the experience of being a part of that society.

There have been world wide organisational changes leading to new demands on education and training. That education and training has been characterised by a growing diversity of methods of achieving the necessary learning experience and a greater requirement for us as individuals to take on responsibility for our own learning.

The pace of technological and social development has quickened and the life span of information is short. Organisational structures typified by hierarchies, specialist departments, apprenticeship and the concept of a planned career for life are disappearing. They are being replaced by "flatter" structures with an emphasis on adaptability, flexibility, team work, personal judgement and the achievement of objectives. The public perception and expectation of professionals has changed leading to the personal characteristics of professionals being re-defined.

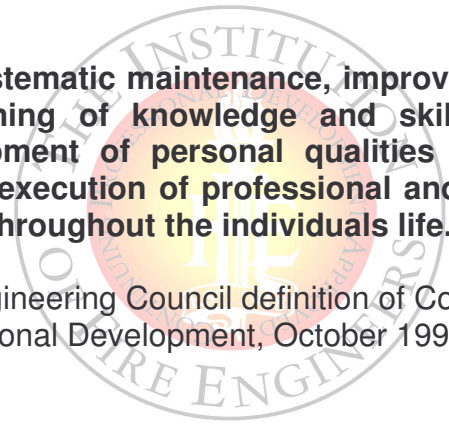
This cultural change has affected education and training by putting increasing emphasis on competency, vocational training, workplace learning, and **CPD**.

The Institution, when it was formed in 1918, set as its object to:

**"promote, encourage and improve the science and practice of fire extinction, fire prevention and fire engineering, and all operations and expedients connected therewith, and to give an impulse to ideas likely to be useful in connection with or in relation to such science and practice to the members of the Institution and to the community at large".**

**The systematic maintenance, improvement and broadening of knowledge and skill and the development of personal qualities necessary for the execution of professional and technical duties throughout the individuals life."**

The Engineering Council definition of Continuing Professional Development, October 1994



# Continuing Professional Development



## What this is all about!

It may be the case that you have already started to look after your own development by either having a Development Portfolio of your own, or be part of a system that your employer has in place. In either case, nothing in this portfolio should conflict with that, and indeed we envisage that the IFE CPD Portfolio System will strengthen and support what you are already doing.

However, if you are in the position of taking up CPD now, this system has been designed so that you can follow the guidelines and get your own portfolio started quickly and easily. In addition it is intended to be flexible so that you can add your own forms, records, and supporting documentation as you progress. The end result should be a comprehensive account of your professional development and progress.

The CPD Portfolio System is divided into sections for ease of use. One of the quirkiest parts of its design is that both the Introduction to it, and the Instructions are intended to be either at the rear of the folder, or kept separate altogether. The reasoning here is that, once you have read these, you will find the system to be both simple and intuitive in its future use.

## and Why Now?

Since 1997, the IFE has advocated the adoption of CPD by all its members as the way to further their knowledge, understanding, and expertise in whatever field of Fire Engineering they practice. Not all employers and organisations reflected this by having systems in place to take advantage of this. However, but the general trend is now quickly moving to such systems, based on similar lines, where individuals are also responsible for their own development. IFE Branches throughout the world have embarked on the CPD path to varying degrees, and much of that was to locally based membership needs.

From that came a myriad of systems all designed to provide the necessary information to support CPD. On examination, these systems ranged from being extremely comprehensive, to those that were basic and yet served the needs very well. During development, samples of CPD systems were invited and on closer examination, it was discovered that they almost all covered the very same things and did so very well. The one thing that was missing? – a common IFE CPD format!

This is what this portfolio is trying to achieve, and in doing so we acknowledge the input and ideas that these Branches have contributed.



## Continuing Professional Development

### THE NEXT STEPS – Creating your Portfolio



#### **a) Analysis**

Having accepted responsibility for learning, the next step is for you to manage that responsibility. The best development will be derived from a properly structured personal development plan, designed for you, by you.

In setting a recommended period of activity, the Institution is NOT claiming that 25 hours of activity, picked at random from a list of available events, is enough to keep you up to date! Clearly, with such a wide range of individuals at various stages in your careers, it is impossible to be so prescriptive. The recommendations are regarded only as a reasonable minimum to guide you.

First you need to do some analysis, thinking about what you want to achieve. Determine whether you are undertaking CPD for advancement, or to keep yourself up to date. Consider the needs of your employer, or prospective employer, and identify any known developments with which you may need to be familiar.

i) If the purpose of the development plan is to assist in maintaining competency in your existing role, then there will be two broad categories of CPD events which need to be undertaken: those which provide the opportunity to practice existing skills or techniques, and those which will give the opportunity to prepare for changes in your role.

ii) If the purpose of the plan is to increase your knowledge, skills and abilities in order to gain advancement, then the type and number of CPD activities will need to be wider in scope and greater in number.

The next step is for you to start planning the detail of your personal development plan.



#### **b) Planning**

The planning process can be illustrated with the analogy of undertaking a long and unfamiliar journey. The aim is to get from A to B, deciding exactly where those two points are, and looking for routes between the two.

There are four stages in the process.

1. setting your goals and objectives
2. carrying out a 'personal needs analysis'
3. identifying your needs
4. determining the gaps with existing skills



#### **1) Setting Goals and Objectives**

Begin by spending time thinking about the goals to be achieved. These may be short, medium or longer term goals, and it is useful to identify their relative priorities.

Although these are very much personal goals, you may find it worthwhile discussing them with a friend or colleague, to clarify issues within them. Including personal goals with professional goals can be a useful reminder that no one works in isolation, and that personal and professional achievements are often interrelated.

People change over time, and it is therefore to be expected that your goals may change also, particularly the longer term goals. Longer term goals may therefore be less specific than those identified for short term action.

Once you had identified and set your goals, consider the relative priorities for each one, since some may be very long term and it could be too soon to take specific action on these. Nevertheless they need to be borne in mind, because your short or medium term goals may be linked to their ultimate achievement.

There is no magic formula for organising goals, but a plain sheet of paper and a few headings might help.

# Continuing Professional Development

## *Creating your Portfolio 2...*



**Table 1. An example of a goal setting exercise**

<b>Goal</b>	<b>Timescale</b>
Organise my Personal Development Portfolio	Short
Improve my skills at delegating tasks	Medium
Continue to develop command and control skills for operational incidents	Continuous
Practice use of Breathing Apparatus in realistic conditions	Continuous
Advance my understanding of the managerial techniques of TQM	Medium
Improve my skills in spoken French	Medium
Keep up to date with developments in information technology in fire engineering	Medium
Refresh my knowledge of Equal Opportunities practice	Short
Improve my skills in risk management analysis	Short
Research personal development techniques, particularly "mentoring"	Medium
Develop information technology skills	Long

Illustrated in Table 1 is a suggested layout which you may find useful, but it is not essential that it is done this way.

This is a "fictional" list of goals, which describes in general terms what is to be achieved. The list includes one or two goals which might have no direct relevance to fire engineering, but are more centred on personal goals.

By setting these aims, the general direction and position of point 'B' on the journey has been indicated.

The next step is a personal needs analysis, which is the process of identifying point 'A'.

# Continuing Professional Development



## Creating your Portfolio 3...

### 2) Personal Needs Analysis

This process involves you identifying your present knowledge, skill and abilities, and strengths and weaknesses. It is best to be very honest in drawing up your list of personal qualities. It may be useful to discuss them with a friend or colleague, who has a reputation for honesty and integrity. Begin by listing the identifiable qualifications or competencies, and then move on to those personal qualities.

To use the example of the goal *"To develop information technology skills"*, begin by describing the skills required, which may be determined from a job advertisement, or job description. The second step is to describe existing skills, before identifying the gaps which need to be met. Table 2a illustrates the general idea, and with simple example described. It may not be necessary to commit it to paper to work it out, but it may nevertheless, be useful to record the process for review at a later date.

## Examples of Personal Needs Analysis:

Table 2a

Skills Required	Existing Skills	The Gaps
Ability to use a wide range of Windows based office type applications.	Basic Word-Processing skills on DOS based application	Knowledge of recent Windows versions and. Word, Excel, Access, Power Point.
Basic understanding of hardware, e.g. CD ROM, scanning and communications devices.	Good knowledge of basic systems, and principles of operation. Some theoretical knowledge of communications.	Update on CD ROM technology, detailed knowledge of scanning hardware and software, and modern types of communications devices.
Detailed understanding of communications software.	None	Need to gain practical knowledge of at least two different software packages to enable comparison.
Improved keyboard skills.	Two finger typing at about 15 words per minute.	Improve to 50 words per minute.
Ability to use the Internet for Email.	None	Theory and practice of the 'Net' required.

This sample plan looks at ways to develop information technology skills to enable full use to be made of modern office facilities.



# Continuing Professional Development

## Creating your Portfolio 4...

### - - and as an alternative

An alternative way to look at your needs and the gaps is to use a scaling system which you may find more useful on an 'at a glance' type of approach.

**Table 2b**

<b>Skills Required (Linked to Job Description or Role Map)</b>	<b>*Current Level</b>	<b>*Target Level</b>	<b><sup>1</sup>The Gaps</b>
Detailed understanding of communications software	<b>0</b>	<b>3</b>	<b>2</b>
* - 0-None : 1-Aware : 2-Familiar : 3-Proficient : 4-Expert <sup>1</sup> - Scale set by you - the user			

### 3) Identifying Your Needs

It is important when you are setting the skills required, that the level is properly identified. To use the example of information technology, there is a considerable difference between the ability to use the basic facilities offered by information technology, on a day to day basis and the needs of an advanced user, or the difference between a trainer and someone who intends to return to study at an intermediate level.

In some ways this is the most objective part of the planning process, since it is possible to gather information from a wide variety of sources, such as:

- professional bodies' rules for grades of membership. (In the Institution of Fire Engineers, the rules are contained in the Examination rules and the by-laws),
- job descriptions or advertisements often include an 'employee or person specification' which defines any necessary qualifications or prior experience,
- course syllabuses indicate the level at which a subject will be taught, and any prerequisite courses or qualifications before enrolment can be accepted,
- organisational Mission Statements or statements of Values and Objectives, often describe the personal qualities required of employees,
- Business Plans or forward planning statements by your employing organisation may also give an indication of new skills or abilities required to meet the plan, and
- assessment or appraisal interviews can be a source of information about personal needs.

There may be other well known requirements or aptitudes for a job, such as a head for heights for fire fighters, or a high level of technical or personal motivation for a senior post in an organisation. In each case the goal should be thought about in terms of what is required to meet the need established by others.



## *Creating your Portfolio 5...*

### **4) Determining the Gaps**

Following the process through, it should now be clear what is available and what is required. The final stage is to produce a list of your development needs which fill these gaps. This list of development needs is the true measure of one's CPD needs. The statements should be quite specific about what must be achieved and it is important to record them in the development plan. This has been done in Table 2, and whilst it is not essential to do it this way, it is important that you have a means of listing your development needs.

This four stage process is one which you must undertake individually, and can be a very private exercise. It has been suggested that consultation with a friend or colleague may be helpful, but also some professional bodies or groups can provide 'Mentoring Schemes' which will enable an individual to obtain an independent and objective view. Some employers operate Personal Appraisal schemes which are modelled on a similar process of goal setting and development planning.

### **5) Regular periodic reviews.**

On a regular basis, your Personal Development Plan needs to be reviewed if it is to remain current and of value.

**You** decide how frequent this review needs to be, but a frequency of not less than one year is definitely recommended. Check that your goals are still relevant and sufficient, and ensure that your progress towards your identified goals is still on track.

You might like to do this using the "Periodic Review" prompt sheet contained in these help notes.

That sheet contains a list of key points that can assist you in forming your own self-questionnaire, which you can adapt further for your own needs by adding more personally relevant questions as necessary. It is wise to record the results of this review, and refer to it frequently, in order to keep on track. You might also like to use that page when you put together your Personal Development Plan for the first time.

In addition, review the CPD activities in which you participate. Reflect on the value of the activity to you - personally, and whether it is of use to you in your current role, or is of value in developing your potential for future roles.

Reviewing each activity is a comparative process which examines the objectives set, either by the individual or the CPD provider, with what has been achieved, and carrying out the basic analysis :-

- What was done?
- What was learned?
- How can I use that in the future?

Remember to always record details of all activity, and your personal reflection on it, within your Activity/Participation records.

# Continuing Professional Development



## The Annual Plan

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### Moving Forward

#### **Long-Term Goals and Objectives**

- Assess development needs of role and record these in this portfolio
- Consider use of short-term and medium-term objectives to support long term needs
- Review frequently to ensure that needs reflect any changes in current role

#### **Medium Term Goals and Objectives**

- Assess development needs to support long term needs and record these in this portfolio
- Consider use of specific short-term objectives in support

#### **Short Term Goals and Objectives**

- Assess easily addressed development needs of role and record these in this portfolio
- Continually review this section

### Maintenance

**Revise currency of activities carried out to date**

**Insert any newly identified needs**

**Revise on methods for maintaining Developmental Awareness within the Industry**

**Revise any 'To Read' or 'To Do' lists**



**And thinking 'outside the box', Would a change of role, grade, or specialism, serve to broaden your career development and future potential? - Don't overlook this consideration.**



# Continuing Professional Development

## Annual Planning

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### *Points to Consider!*

#### **Review goals and current position**

- check relevance of goals matched against current role
- note changes and adjust accordingly

#### **Review long-term aims and achievement**

- check that aims are still being met
- ensure long term aims match up to anticipated changes

#### **Revise short-term achievement and carry forward as necessary**

- ensure that short-term goals are not becoming medium term
- question if these aims are supporting the medium and long term plans

#### **Revise medium-term achievement and progress**

- look at expected duration and be honest. Move either way as necessary
- question if these aims are supporting the other two and the overall plan

#### **Assess if needs have been met by activities in year**

- check that CPD activity has been relevant to needs
- also check if pace of activities supports actual needs

#### **Assess any shortfall where needs have not been met**

- consider remedial action where serious shortfall occurs
- try planning to avoid future shortfall, and to get back in line with plan

#### **Identify strengths and develop or consolidate**

- review portfolio and look at strengths and consider how these should be applied
- consider consolidation of strengths to develop weaknesses

#### **Identify weaknesses and aim to rectify and enhance**

- examine causes of weaknesses and how these can be minimised
- plan to address these weaknesses by targeting these needs

#### **Look at opportunities to progress and develop**

- remember the philosophy of lifetime learning
- there is always potential for potential

#### **Look at any potential threat to long term aims and try to address**

- consider long term objectives and try to identify conflicts with current role
- estimate likely effect and take determined action to address, don't sit back!



# Continuing Professional Development

## Levels of Activity and Types of Study

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### Recommended Level of CPD Activity

The Institution places most emphasis on the outcome of any CPD activity, rather than you as an individual having to meet any fixed "quota". The Institution believes, however, that the necessary minimum level of personal activity is the equivalent of 25 hours per annum of formal study time.

In order to provide some flexibility for fire engineers from a wide variety of backgrounds, with differing access to formal learning opportunities, the following additional guidance is given.

The recommended level of CPD activity may be spread over more than one year, but must total 75 hours over a period of three years, provided that in no one year there is less than the equivalent of 10 hours of formal study activity carried out.

Following are illustrative examples of formal and informal study activities. It is recommended that formal study activities form a minimum of 50 per cent of the activity, with the balance being made up of those activities listed as informal study.

#### **Formal study activities are credited on a hour for hour basis and may include the following:**

- courses leading to formal qualifications, including distance learning,
- courses organised by a professional institution or employer, (which may or may not have been validated by a professional body),
- lecturing on such courses,
- attending relevant seminars or conferences, including those organised by local branches of the Institution,
- for those members with an "operational role" in the control of emergency incidents, formal teaching of strategic or tactical issues, including "desk top" command and control exercises,
- preparing articles on relevant subjects for publication,
- meetings of technical committees or working party meetings of a professional nature, i.e. National Standards, Governmental advisory work, or representing a relevant institution.



# Continuing Professional Development

## Types of Study --- *Continued*

**Informal study activities are credited on a two for one basis, that is two hours of informal study represents one hour of formal study.**

Informal study can include the following:

- reading professional journals and books,
- updating knowledge through informal study of relevant subjects,
- part-time responsibilities within unrelated voluntary organisations where this gives opportunities for development which may not be normally available in the work place - such as chairing meetings or dealing with personnel matters - for members who are not currently employed in a managerial role,
- organised visits to sites or buildings which demonstrate or illustrate fire engineering processes or protection systems,
- observation and analysis of events in the course of work and reflection on their significance (although it is difficult to ascribe a time to such activity).

### **Important Note**

**These sample lists are only examples, and are not intended to exclude other worthwhile activities. It will be for you, as an individual member, to demonstrate the development value of any activity in your Record of Professional Development.**

**Please pay particular attention to those activities which have not been validated by this, or some other professional institution.**

### **Recommended Level of CPD Activity - Summary**

25 hours per year of formal study time.

Informal study time equates to half of actual time spent

May be spread in excess of 1 year, - but in that case 75 hours over 3 Years  
(provided that any 1 year has no less than 10 hours formal study time)

Formal Study not less than 50% of total study time



# Continuing Professional Development

## The Wider Engineering Community

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The Engineering Council (UK) [EC<sup>uk</sup>] identifies Continuing Professional Development as the process of enhancing competence and acquiring relevant other competences in response to job demands and personal aspirations, using learning to open up opportunities for career advancement and business success. This is obviously a very desirable path to follow for a multitude of reasons but to ensure your successful process of continuing professional development you will need to follow these guidelines and:

- be committed to continuous learning and improvement
- own your development
- manage your development in a systematic manner ; in particular through the processes of review, plan, action and evaluation
- provide evidence of your development, when required
- focus any development on achieving outputs, defined through professional or other competence standards.

The EC<sup>uk</sup> establishes Professional Development policies and encourages good practice so that they underpin the professional competence of registered engineers throughout working life.

This is achieved by:

- publication of a framework of requirements for professional development, together with criteria and guidance on implementation
- facilitating and supporting action, especially by professional Institutions, towards the establishment of good practice
- representing the Engineering Profession in the UK and Overseas on professional development matters.

You can find further information on Continuing Professional Development in the wider engineering context through the following links:

- [http://www.engc.org.uk/registration/professional\\_development/professional\\_development.aspx](http://www.engc.org.uk/registration/professional_development/professional_development.aspx)
- [http://www.engc.org.uk/registration/professional\\_development/Professional\\_Development\\_Code.aspx](http://www.engc.org.uk/registration/professional_development/Professional_Development_Code.aspx)
- [http://www.engc.org.uk/Registration/Professional\\_Development/Professional\\_Development\\_Achievement\\_Monitoring.aspx](http://www.engc.org.uk/Registration/Professional_Development/Professional_Development_Achievement_Monitoring.aspx)
- [www.PD-How2.org](http://www.PD-How2.org)
- <http://www.engc.org.uk/documents/PD%20Info%20Sheets%202004.pdf>



# Continuing Professional Development

## Validation of Activities

The validation of CPD activities, either by the Institution, another professional or academic body, or by employers, is a useful process for both the organiser of the activity and the professional who attends.

The Institution is expanding its capabilities in validating activities, such as conferences, seminars and technical meetings relevant to fire engineering, and actively encourages its own branches to organise programmes of validated CPD activities.

It is also recognised and accepted that relevant activities validated by other recognised professional institutions will count towards this Institution's recommended activity level.

The Institution will examine ways in which major employers of fire engineers could be validated as providers of "in house" CPD and will encourage employers to guide their employees, and to consider setting their own CPD requirements.

CPD activities formally validated by the Institution will be permitted to carry the distinctive IFE CPD logo (with the activity hours within, illustrated in Figure 1), and at the top of this page on programmes or advertising materials.

**The Institution has a policy for the validation of events requiring the allocation of CPD.  
An application form is available on the Institution's website at:**

**<http://www.ife.org.uk/professional/>**

**All completed forms should be forwarded to the Professional Development Officer.**



Figure 1 (Sample)



# Continuing Professional Development

## Guidance Notes - Using the 'User' forms

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There are two versions of this portfolio. One is for people who prefer to write information by hand onto the forms. This has the advantage that updates can be done almost anytime and anywhere, but can also result quite a collection of forms, particularly for those with a lengthy or much varied career. These forms can be printed in colour or black and white, and will serve the same purpose either way.

The other version is IT based using Microsoft Word and data entry form fields. Although written using Microsoft Office XP, we have tried to ensure backwards compatibility as far as possible. Detailed instructions for using these forms will be in an accompanying text file. Advantages are that regular updates can be stored electronically and only printed out when required.

However, the information that needs to be recorded in either format remains the same, and that is what is covered in the following paragraphs. These notes are here for your guidance and are not intended to be prescriptive.

### **Important Note!**

**The ethos of CPD is to encourage self-development, and it is vitally important to have a system in place to aid you in the process. The following 'paperwork' is minimal, and has been designed to cover the key parts necessary to enable you to set up a Development Portfolio. This is a guide and REMEMBER, you can add, alter, and even remove forms to suit your individual needs.**

**It is your record, your Portfolio.**

These forms are set out to be intuitive in their use, but a brief description is outlined below to help those of you who are new to the process, or are starting their CPD Portfolio.

### **Curriculum Vitae**

This is not a 'form' in the strictest sense, but it is a vitally important piece of your career. Often overlooked when in an established role, it can become a real problem to sort out when you need it. However, by including it in your portfolio it is easily updated and serves as a reminder of your achievements to date.

### **Map of Career Progression**

A fairly simple form, but this is for keeping information that is sometimes lost in memory. By recording as you go, you can maintain a chronological account of progression, and not miss any relevant details particularly where past history is needed. For example; a job application.

It's always important to set an aim or goal for each role. That helps as a refresher of the memory, stops complacency, and helps to prevent getting 'in a rut'.



# Continuing Professional Development

## Guidance Notes – ..more on the ‘forms’

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### Professional Goals / Objectives

**This is the core part of your Portfolio and is your plan for the future.**

As the Portfolio is dynamic, needs change and new issues come to the fore. It is therefore important that you record your needs, as and when you identify them, in the **Date Identified** column. By dating them, you will be able to track your progress in addressing them.

Record the Long, Medium, or Short timescale of these goals in the **Timescale** column. You can refer to the main guidance pages for timescale usage.

Next - to support that timescale and to act as a prompt, enter a realistic date for **Projected Completion**. Review your record regularly to remind yourself of the dates you have set.

Remember to record **Actual Completion** as this serves to act as a reminder to finish the task, and to ensure that realistic timescales have been used for each task. This in turn will act as an aid to future planning of timescales.

### Personal Needs Analysis

There are two versions of form for you to use. One method gives reasonably detailed information, and the other gives it in an ‘at a glance’ format using a numerical scale. There is nothing complicated in either and it is purely a matter of preference.

The form **Personal Needs Analysis (a)** uses a simple three column approach.

First there is the **Skills Required** column where you can enter all, or part, of the elements from your job description. It may be that you wish to continually review all parts, or concentrate on sections for your development.

In the next column, **Existing Skills** is where you can record your current skills levels objectively balanced against your role, or requirements of your job.

Finally we come to the **Identified Gaps** column which, in some ways, may be the most difficult. However, if you look at this form as a whole and complete it as fully and objectively as you can, you will find that it will act as an introspective aid to your abilities and capabilities. It is then for you to use this aid, to your advantage.



# Continuing Professional Development

## Guidance Notes – ..more on the ‘User’ forms

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The alternative form **Personal Needs Analysis (b)** does the same job, but is in a format that you may prefer.

The significant difference being that the skills levels and gaps are measured in a numerical scale. This scale is applied arbitrarily by yourself and it is very much for you to maintain consistency in your scoring. This has to be a subjective measurement and a sample key is provided at the bottom of the form to aid you with this.

This version of the form has an enlarged column in which detail relating to **Skills Required** can be entered. In which a bit more room is afforded for you to be more specific.

The next column is the first of the three columns for numerical entries - **Current Level**.

Next there is the column to for you to indicate where you want to be - **Target Level**

Lastly is the column is for you to use once you have identified - **The Gaps**.

You may find that the scale set for your initial columns will not be appropriate, and it may be necessary to set another measure for this column.

### **Summary of CPD Activities**

It is likely that you will amass much in the way of records from attending CPD activities. There is no easy answer on how to store and record these records but what we have tried to do with this form is provide a format for a summary overview. The intention is that you can update this regularly showing what you have been participating in, and the learning that has been attained.

The most important part is the time column. This way you will be able to satisfy that you are keeping up with IFE expectations, and that the information is still valid and current.

As it is a ‘rolling’ summary, we have not included a totals box for time spent, and leave that part for you to manage to suit your own needs.

The rest of the information is self explanatory, and is supported by the CPD Event Detail Logs, and/or in the Attendance/Participation record forms issued at IFE Events.



# Continuing Professional Development

## Guidance Notes – ..more on the ‘User’ forms

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### CPD Event Detail Log

This should provide a useful record of the specifics of a particular event. If kept and filed it will serve as an aide memoir of what took place, and how it was delivered. The fields on this form are self explanatory and can be adapted for your own needs.

### Attendance/Participation Record

These forms provide a method of confirming your CPD activities and are issued at CPD events on a personal basis. The front of the form needs no detailed explanation, however the reverse side can assist by providing vital support information.

The boxes are provided for you to enter detail that you can record at the time or shortly after the event. It is not mandatory to complete these but they are provided as an aid to maintaining your Portfolio and addressing your development needs.

The last section ***Accreditation for other Personal/Professional Development schemes*** has been included as a potential means of integration with other development schemes.

Many employers have their own systems in place, and IFE activities often overlap elements of these systems. With a view to accreditation arrangements coming into place in the future, this section is provided so that employers can be approached with a clear record of your activity.

To validate the activity a section has been provided for the appropriate representatives to act as ‘Signatories’ to approve accreditation.



# Continuing Professional Development

## Preparing your Curriculum Vitae

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Many organisations have a preferred format for a C.V., and there are many useful publications to assist you with the process.

The headings below are suggestions to help you to create a simple format comprising some aspects of your career which may be required to be included.

**Name**

**Address**

**Contact points**

**Statement of career to date**

**Achievements to date, starting with most recent**

**Professional Qualifications**

**Professional Training**

**Adult education and qualifications**

**Secondary education and qualifications**

**Interests, Hobbies and Sporting Activities**

**Personal Details**    Date of birth

                                  Marital Status

                                  Driving Licence

It is strongly advised that you keep these details updated on a regular basis. This will assist greatly with the compilation of information requested for a job application and allow you, as an applicant, concentrate on the format of the application, and not the gathering of the detail



# Professional Development Portfolio of;



Name

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## CPD Event Detail Log

<b>Title of Event</b>	
<b>Date</b>	
<b>Location</b>	
<b>Provider</b>	
<b>Aims of Activity</b>	
<b>Target Audience</b>	
<b>Expected Outcomes</b>	

<b>Speaker &amp; Position</b>	
<b>Subject Matter</b>	
<b>Type &amp; duration of activity</b>	

<b>Speaker &amp; Position</b>	
<b>Subject Matter</b>	
<b>Type &amp; duration of activity</b>	

<b>Speaker &amp; Position</b>	
<b>Subject Matter</b>	
<b>Type &amp; duration of activity</b>	

<b>Activity / Participation Record received</b>	<b>Personal Ref No.</b>
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# Professional Development Portfolio



Name \_\_\_\_\_

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## Summary of CPD Activities

Date	Time (actual)		Theme and Activity	Learning Point(s) and how it can be applied
	Formal	Informal		

Note - Informal study activities are credited on a two for one basis, that is two hours of informal study represents one hour of formal study.

Summary Sheet No. \_\_\_\_\_



# THE INSTITUTION OF FIRE ENGINEERS

Continuing Professional Development

## Attendance/Participation Record

Name \_\_\_\_\_

Membership No \_\_\_\_\_ (if Applicable)

**attended the following CPD accredited event**

Date & Venue \_\_\_\_\_

\_\_\_\_\_

Providers / Presenters \_\_\_\_\_

\_\_\_\_\_

Activity / Event details \_\_\_\_\_

\_\_\_\_\_

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This activity was organised and facilitated by \_\_\_\_\_

and has been approved by the Institution of Fire Engineers as providing \_\_\_\_ hours of CPD Activity.

*See back of form for notes of Personal / Professional development, and for accreditation towards other development schemes.*

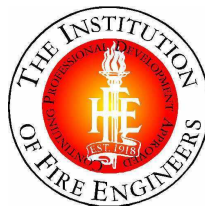
*Validated By;*

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

IFE Position \_\_\_\_\_



**Personal Objectives and Development Aims**

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**Professional Objectives and Development Aims**

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**Learning Outcomes and how they can be applied**

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***Identified further needs***

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**Accreditation for other Personal/Professional Development schemes**

<b>Development System name</b>	
<b>Section Ref.</b> (if applicable)	
<b>Accreditation Agreed</b> (Name of Authorised person)	
<b>Authorised Signature and Date</b>	