The Institute
of
Fire Safety Managers

Established 1997

Continuing Professional Development (CPD)

Procedures & Allocation

Version: 4

Summary:	This document looks at continuing professional development, giving formal and informal examples. It looks at how it should be managed and the role of the individual, the Institute, and employers.	
Target Audience:	All Staff, Council & Members	
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Introduction

Continuing Professional Development (CPD) is the continuing acquisition of knowledge, experience and skills and the development of the personal qualities necessary for the execution of professional duties throughout our working life. It considers formal and informal CPD activities, including technical, non-technical and practical subjects that form part of planned professional activities.

The Institute's policy on CPD is that all members should undertake CPD as detailed in this document. CPD is a valuable component of an individual's development. It helps to ensure that an individual's knowledge and skills remain current. The aim is to develop professional competence. CPD should be started as soon as a member joins the Institute.

The Meaning of CPD

CPD is a process of constantly updating personal skills and knowledge and is owned by the individual member. It involves: -

a) Keeping up to date with the latest advances in fire safety, fire risk management, security and health and safety.
b) Developing a more profound knowledge of fire safety management, fire risk management, and health and safety.
c) Maintaining and enhancing competence and increasing personal effectiveness.
d) Improving general knowledge and life skills.
e) Developing and supporting lifelong learning.

Examples of CPD activities

Examples of general CPD:

a) Continuing education, including obtaining formal qualifications.
b) Attending conferences, workshops, or seminars.
c) Job training.
d) Participating in distance learning and other self-development activities.
e) Presentation of papers or contributions to professional publications.
f) Preparation of training materials.

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Examples of formal CPD:

a) Professional courses, seminars, and conferences (with clear objectives and learning outcomes).
b) Structured seminars/discussions where there is a learning outcome, for example, leading an online webinar on a technical topic.
c) Formal learning and development within your company or organisation, for example, attending in-house training on a technical subject.
d) Self-managed learning with a clear learning outcome linked to the member's development needs.
e) Computer-based training with clear objectives, learning outcomes, and an assessment measure, e.g., multiple-choice test.
f) Taking part in online events/viewing video sessions relating to your professional role where there is a clear learning outcome.
g) Technical authorship (writing articles, reports, manuals etc.).
h) Sitting on boards/committees that focus on technical matters, for example, advising on standards.
i) Attending an IFSM or other organisation's technical meetings with a clear learning objective, such as a third-party expert attending and delivering a session that enhances your knowledge of a technical subject.
j) Delivering a presentation on a technical subject where research and preparation have been required to enhance your understanding/knowledge.
k) Undertaking academic and other courses that link clearly to your professional role, such as a fire safety/engineering course.

Examples of informal CPD:

a) Development of personal and practical skills through shadowing and receiving coaching.
b) Informal learning and development within your firm or organisation, for example, interactive and participative discussions with internal experts on specific technical topics.
c) Informal teaching/training for others, such as facilitating a discussion session at a seminar or conference or feeding information back to peers, boards, or committees.
d) Private study, including reading online or paper-based trade publications, manuals, professional briefs, journals and listening to broadcasts/podcasts relating to your professional role.
e) Mentoring (providing instruction, guidance and support to trainees, young professionals, or students).

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Examples of Non-CPD Activities:

Some examples of activity that cannot be considered CPD include:

a) Social activities.
b) Networking or meetings with little or no relevance to your professional role.
c) Running a personal website, blog, or newsletter.
d) Participation in marketing events.
e) Carrying out your job (i.e., carrying out a fire risk assessment unless research and preparation have been required to enhance your understanding/knowledge.)
f) Delivering a presentation on a technical subject in which you already have knowledge and expertise of the subject and little or no research or preparation has been required.

Managing a CPD Plan

The following are some points to help an individual member to formulate and manage their CPD plan: -

a) Form a view of where you are in your career.
b) Identify personal needs by determining any gaps in skills and knowledge.
c) Identify outside influences such as the employer's and your profession's needs.
d) Develop a statement of personal aims and objectives.
e) Develop a structured plan to achieve these.
f) Record and summarise achievements on the CPD record.
g) Review and update the plan at least annually. Evaluate the benefits that have been gained from your plan at this time.

Anything an individual deems relevant, taking due notice of the Institute's guidance, may be counted towards CPD. It is the learning outcome of CPD that is important. The CPD record is a personal record of a member's professional development and should include their comments and reflections on all the activities recorded.

The Employer's Role in CPD

The employer and employee should work as partners in CPD. Employers can contribute to CPD in a variety of ways: -

a) Helping employees identify future roles, assessing their professional ability, and stating their CPD needs.
b) By providing opportunities for employees to gain experience and new skills.
c) By supporting employees in attending courses, seminars, conferences, and other related activities.
d) By assisting with counselling and monitoring progress.
e) By encouraging employees to continue their professional development.

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The Institute's Role in CPD

The Institute encourages all members to participate in CPD so that they can take responsibility for their development. Whilst the Institute validates its activities and issues a distinctive certificate bearing its logo, it does not actively validate members' CPD records. However, the Institute reserves the right to do so should it be deemed appropriate.

The IFSM CPD Scheme

CPD is open to all members of the Institute who should plan to obtain at least twenty-five (25) CPD points in any year. There is no formal start of the year, each member can start whenever they choose, but activities should be assessed over twelve months.

Each member has unique professional aims and objectives. A Professional Development Record is a vital tool in helping identify and plan to achieve these. The CPD record form is a personal record of an individual's achievement and an asset to any Curriculum Vitae (CV).

IFSM CPD Record Guidance

CPD should be recorded in a relevant format. Members can use the Institute's online facility, accessible via their profile page, to record their activities and download a tabulated PDF format (Appendix A). The Institute recognises that members may be asked to record their CPD with many professional bodies. The Institute is, therefore, happy to accept other CPD formats if the record includes CPD points/hours, a description of the activity, and a reflective element.

Ideally, a CPD record should comprise the following:

a) The date of the activity
b) The points/hours of the activity
c) A description of the activity
d) A reflective element
e) Proof of attendance, e.g., a CPD certificate for the activity.

CPD records must consist of a diverse range of activities as this is checked during an audit (a CPD record with one entry for 25 points will still be failed even though it meets the points target).

The Institute expects that a CPD record should include at least four different main activity types these include: Online Courses, In-Person Courses, Collaborative Projects, Seminars, Reading, Research, Trade Events, Mentoring, and Workshops. Overall, a well-rounded CPD record showcases a mix of formal learning, practical experiences, and self-directed initiatives that contribute to ongoing professional development.

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Reflective Element

A reflective element is a section of your CPD dedicated to analysing a CPD activity to determine links between activity and their impacts on skills, behaviour, and knowledge. Furthermore, the reflective element also recognises the purpose of each CPD activity and, therefore, allows for identifying potential areas of improvement.

A reflective element should cover the following:

a) What did I learn from this CPD activity?
b) What did I struggle with in this CPD activity?
c) What/how am I going to apply this learning to my work?
d) Should I develop this learning/knowledge/skill further?

Allocating CPD points

Allocation of CPD points refers to the recording of points against a CPD activity that has been carried out. Any course accredited by the Institute or event run by the Institute will have a CPD points logo or certificate showing the length of the CPD activity to be recorded in a CPD record.

For all CPD activities, CPD points are based on one-hour activity equals one CPD point up to a maximum of six points for one whole day's activity.

The recommended yearly points from CPD activities is 25. This should be spread across varying activities. Guidelines for the maximum points vs informal activities are below:

a) Reading a maximum of 12 points
b) Webinars a maximum of 12 points
c) Self-study a maximum of 8 points

These guidelines are not strict and aim to guide a member on the appropriate activity levels. During an audit, only a certain number of points will count for any one type of activity, i.e. 25 points of reading would not count.

Membership CPD Audits

CPD audits may be carried out in accordance with both the membership policy and TFRAR policy documents each year. Failure to submit or provide adequate CPD may result in further repercussions against an individual's membership(s).

Issuing CPD Points

Any non-IFSM events may request CPD points. The Chairman of the Institute issues the CPD points at his discretion. The Business Development Manager will be the initial contact for allocating CPD points for these activities.

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Appendix A

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Record of CPD Activities

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Record of Activities

Name:

Date	Activity	Comments / Reflection on Activity	No. of Points

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Version Control

Change Record

Date	Author	Version	Page	Reason for Change
13/05/2022	H Hilton	2	ALL	Formatted to house style, change to Appendix 1 and reference to online CPD facility. Added detail of audits to be carried out.
20/03/2023	R King	3	ALL	Re-formatted & changed order of the document. More detailed guidance given. Audit details taken out & moved to other specific policies. Issuing points section streamlined.
04/12/23	H Hilton	4	All	Converted from PF011 V3 to new numbering system.

Reviewers/contributors

Name	Position	Version Reviewed & Date
H Hilton	Business Manager	V2 – 13/05/22
R King / D White	BDM & Chair	V3 – 20/03/23

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